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FRENCH IMMERSION
ASSESSMENT

1987

Summary Report

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STUDENT ASSESSMENT

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THE B.C. FRENCH IMMERSION ASSESSMENT, 1987

SUMMARY REPORT

by

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Preface

This report presents a summary of the findings and recommendations of the first provincial assessment of French immersion programs. The detailed findings are contained in the **General Report**.

This project could not have been completed without the cooperation and assistance of many capable and dedicated groups and individuals, and we are extremely grateful to all involved for their contributions. Dr. Geoff Mills, Modern Languages and Multicultural Programs Branch, and Dr. Michael Kozlow and Dominique Boltrès, Student Assessment Branch, were most efficient in facilitating and coordinating the project. Members of the Advisory Committee and Review and Interpretation Panels provided invaluable professional expertise and judgement during various stages of the project.

Our colleague on the Contract Team, Rhoda Tafler, provided expertise, dedicated work, and a measure of good humor. Contract Team Associates worked very hard to select appropriate passages and develop items for the French Reading Tests, also providing invaluable professional expertise and judgement in the many decisions related to the development of these instruments. They are Maurice Pierre Joanis, Vesna Kanjer, Cathy Piteux, Jean Guy Rousseau, and Emma Thibodeau. Our colleagues at Simon Fraser University, Josette Desquins, Francine Frisson-Rickson, and Florence Wilton, readily gave professional advice and consultation. The following individuals provided capable assistance in the administration and scoring of the French Speaking Test: Catherine Blancard, Josette Desquins, Chantale Gobeil, and Marie-Andrée Rivet. Nand Kishor and Sharon Reid assisted in the statistical analyses for the project.

Lynn Reader provided secretarial and administrative assistance throughout the assessment, performing tasks too numerous to describe, among them the preparation of the French Reading Tests and Assessment Reports. We relied heavily on her steadiness, capability, and many talents. Other individuals performed important tasks during various stages of the project, including coding data, transcribing tapes, word processing, editing and proof reading. These are Anne Bosch, Jimmy E. Chung, Fabienne Goulet, Darlene Hanson, Sian Johnson, and Penny Spagnolo.

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The true success of this project is especially due to the fullest cooperation extended by all students, teachers, and administrators in schools and districts across the province. Superintendents and school board personnel cooperated in the English program comparison study. Teachers and principals completed questionnaires and cooperated in the pilot testing and in the final administration of the instruments. Finally, immersion students themselves carried out their tasks with diligence and enthusiasm. It was both enjoyable and rewarding to meet many of these well-behaved and eager students and to witness their remarkable abilities and confidence in French.

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CHAPTER ONE

INTRODUCTION

Overview

The first Provincial Assessment of French immersion programs in British Columbia was conducted during the 1986-87 school year. The assessment was conducted under the auspices of the Modern Languages and Multicultural Programs Branch and the Student Assessment Branch of the Ministry of Education by a Contract Team based in the Faculty of Education, Simon Fraser University. The scope of the assessment included:

1. an assessment of students' Reading (grades 4 and 7) and Listening and Speaking (grade 7) skills in French;
2. surveys of students, principals and teachers on various aspects of French reading instruction (grades 4 and 7) and of student attitudes and motivation toward learning French (grade 7); and
3. a comparison of immersion students' achievement in previous Provincial Assessments of English Reading, Mathematics, and Science with the achievement of students enrolled in regular English programs (grades 4 and 7).

Over 1400 grade 4 early immersion students from 23 school districts throughout the province and over 1200 grade 7 early and late immersion students from 28 school districts completed French reading tests and student questionnaires. Principals of all schools housing grade 4 and/or grade 7 early or late immersion programs and French immersion teachers of these grades were asked to complete questionnaires on various aspects of French reading instruction.

The grade 7 early and late immersion students also completed measures of French listening comprehension and student attitudes and motivation towards learning French; and a random sample of approximately one-fifth of these students participated in a test of French speaking skills (150 early and 120 late immersion students). In order to make comparisons with native speakers of French, 18 Francophone students from one school in Winnipeg, Manitoba, were also administered the French Speaking Test.

General Purpose of Provincial Assessments

Provincial assessments of student achievement in the English program have been conducted in core subject areas (e.g., mathematics, science, reading) on a cyclical basis for over a decade in British Columbia. The major purposes of the assessment program are to:

1. Inform professionals and the public of some of the strengths and weaknesses of the public school system.

2. Assist the Ministry, school districts, and schools in decisions related to the development, review, modification, revision, and implementation of existing curricular and supporting instructional resource materials.
3. Provide the province, school districts, and schools with information which can be used to maintain strengths and overcome identified weaknesses.
4. Monitor student learning over time.
5. Assist the Ministry in decisions concerning allocation of resources.
6. Identify areas of need and provide directions for change in both pre-service and in-service teacher education and professional development.
7. Provide direction for educational research.
8. Provide a source of curriculum-related items which can be subsequently used to produce achievement instruments for optional use by classroom teachers as part of their evaluation of students.

Objectives of the 1987 French Immersion Programs Assessment

Within the general framework of the B.C. Assessment program described above, the 1987 French Immersion Programs Assessment was designed to investigate the following questions:

1. To what extent are students in French immersion programs achieving stated objectives in French reading (grades 4 and 7) and in French listening and speaking (grade 7)?
2. How do levels of achievement compare to student performance in other programs?
3. What are the attitudes of grade 7 French immersion students toward various aspects of French language instruction?
4. To what extent do levels of achievement and attitudes differ in the early and late immersion programs?
5. How do principals view the French reading program in their school districts in terms of quality, support materials, and effectiveness? What changes do principals recommend?
6. What are the teachers' views on the French reading program, its support materials, and its effectiveness? What changes do teachers recommend?

7. To what extent are immersion students achieving the objectives specified in provincial curriculum guides dealing with English Reading, Mathematics, and Science? (Analysis of Provincial Assessment results for Reading 1984; Mathematics 1985; and Science 1986).

8. What recommendations based on the collected information can be directed to various groups responsible for education in British Columbia (e.g., classroom teachers, school administrators, teacher educators, Ministry officials, and educational researchers)?

Organization of the Assessment

Several groups of people participated in the planning and execution of the 1987 French Immersion Programs Assessment. Approximately 2700 French immersion students and their principals and teachers completed assessment instruments and approximately 800 students and their principals and teachers cooperated in the pilot testing. Other major groups included members of the Contract Team and Contract Team Associates, members of the Modern Languages and Multicultural Programs Branch and the Student Assessment Branch, and members of the Advisory Committee and Review and Interpretation Panels.

The **Contract Team** was responsible for designing the assessment, developing all instruments, and preparing and submitting assessment reports to the Ministry. The Team also assumed the responsibility for administering and scoring the French Listening and Speaking Tests used in the study. Five teachers from a variety of school districts served as Contract Team Associates and assisted in the selection of passages and preparation of items for the reading tests.

The **Modern Languages and Multicultural Programs Branch** and the **Student Assessment Branch** were responsible for coordinating the project and for convening the committees and panels associated with the assessment. The Advisory Committee, composed of teachers and administrators from across the province, as well as members of the Contract Team, Modern Languages and Multicultural Programs, and Student Assessment, provided guidance throughout the project, reviewed survey materials, and assisted with the conduct of Review and Interpretation Panels.

The Technical Subcommittee, composed of technical representatives from the Contract Team and the Student Assessment Branch, assumed responsibility for decisions concerning technical and statistical issues. The Review Panels, made up of practising teachers from across the province, reviewed the proposed reading items and materials; and the Interpretation Panels, made up of teachers, administrators, trustees and parents, examined and evaluated student performance on the French reading achievement and listening comprehension measures.

CHAPTER TWO
METHODOLOGY

This chapter describes the methodology for the French reading, listening, and speaking measures and for the student, teacher, and principal questionnaires. The methodology for the English program comparison study is described with the presentation of findings in Chapter 8.

French Reading Tests

Context of the 1987 Assessment of French Reading

The 1987 assessment of French reading was conducted approximately one year after the introduction of new prescribed reading texts for the intermediate grades and prior to the revision of the French language arts curriculum, which is currently taking place. Because of the recency of their introduction, it is likely that the impact of the new prescribed instructional materials on student achievement will not be fully reflected in the findings. This assessment should therefore be viewed as a baseline measure for future assessments of immersion students' performance in French reading.

Development of the Reading Achievement Items

Preliminary considerations. Reading is a complex skill; a fundamental decision in test design concerns which domains, from the multitude of those that make up reading, should be included for measurement. Such decisions involve making judgements about which learning outcomes are basic or essential to all students. These decisions were made by the Contract Team in consultation with the Advisory Committee for the project and with the Provincial Immersion/Cadre Resource Team, which is currently revising the French language arts curriculum for immersion and programme-cadre.

Preliminary meetings of the Contract Team focussed on defining and delimiting the areas to be assessed. The reading comprehension objectives in the current provincial Français curriculum guides and in the prescribed reading texts for grades 4 and 7 were examined. Reading comprehension objectives from previous English reading assessments (Tuinman & Kendall, 1980; Jeroski, 1984) and other sources were also examined. The Immersion/Cadre Resource Team selected and ranked the objectives from the provincial Français curriculum guides that they considered to be essential. They also determined additional objectives, suggested revisions to the Table of Specifications for the 1984 English reading assessment, and recommended that the revised Table be used as a basis for developing a similar table for the French reading assessment. A preliminary list of domains and objectives was then drawn up by the Contract Team. This was reviewed by members of the Advisory Committee, who also determined the relative weighting that should be assigned to each of the domains in the reading comprehension tests. The final domains and objectives for the French Reading Tests are presented in Figure 1, and the recommended percentages of questions for each domain, in Table 1. As Table 1 shows, the Advisory Committee gave highest priority to Literal and Inferential Comprehension in both grades 4 and 7.

Figure 1
Domains and Objectives for the French Reading Tests

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1. Vocabulary
    - Recognizes familiar words and idiomatic expressions.
    - Uses context to determine the meaning of unfamiliar words.
2. Literal comprehension: understanding explicitly stated information; little analysis, translation or evaluation is required.
    - Identifies and understands main or central ideas and relevant information when stated clearly.
    - Recognizes time (sequence), space, and causal relationships.
3. Inferential comprehension: inferring meaning through reorganization and generalization and through the recognition and interpretation of relationships.
    - Infers and understands main or central ideas and relevant information when not stated directly.
    - Recognizes and interprets relationships, makes generalizations, forms hypotheses, draws conclusions, and predicts outcomes.
4. Critical comprehension: evaluating both explicit and implicit materials for purpose and bias.
    - Recognizes author's purpose.
    - Distinguishes fact from opinion.
5. Graphic materials
    - Obtains information from and interprets graphic materials such as pictures, maps, graphs, and tables.

Table 1
Table of Specifications for the French Reading Tests

Domain	Recommended Percentage of Questions	
	Grade 4	Grade 7
Vocabulary	25%	15%
Literal Comprehension	30	30
Inferential Comprehension	30	30
Critical Comprehension	5	15
Graphic Materials	10	10

Stimulus materials. Recent changes in the prescribed reading materials for French programs reflect a more comprehensive view of reading and recognize the importance of exposing students to a wide variety of reading materials which include not only literary but functional texts. In order to reflect these changes, the Immersion/Cadre Resource Team recommended the following classification of texts, based on their communicative functions (Giasson & Thériault, 1983), for guidance in the selection of stimulus materials for the reading tests:

Informative texts (e.g., textbooks, historic accounts, encyclopedias, news items, biographies, science and social studies texts).

Poetic texts (e.g., fiction, poetry, fables, myths, rhymes).

Expressive texts (e.g., autobiographies, personal correspondence, diaries, accounts of experienced events).

Persuasive texts (e.g., editorials, tourist guides, craft books, cookbooks).

Development of items. Following development of test specifications and selection of a pool of potential stimulus materials, items for pilot testing were prepared by the Contract Team Associates under the direction of the Contract Team and reviewed by the Advisory Committee and the Provincial Review Panels. The Contract Team and Contract Team Associates then revised items, prepared additional items where necessary, and assembled two forms at each grade for pilot testing.

Nearly 700 immersion students participated in the piloting of the French reading test, which took place during the second week of November, 1986. The final reading forms were assembled by the Contract Team for approval by the Advisory Committee, using the pilot test statistics and the information from the student and teacher comments to guide the selection of passages and items. The final form for grade 4 contained 8 passages and 36 multiple-choice questions and for grade 7, 7 passages and 33 questions.

Questionnaires

Student Questionnaire

The Student Questionnaire for grade 4 consisted of a series of six closed-ended questions designed to gain information on: a) the students' language background; b) their leisure activities; c) the number of English and French library books they read; and d) their preferred reading material in English and French.

The Student Questionnaire for grade 7 consisted of three parts: Part One contained the same series of questions as in the grade 4 questionnaire. Part Two had 15 five-point Likert-type items taken from the Student Opinions Scales (Kaufman, Shapson, & Day, 1978) forming the following four scales: attitudes toward bilingualism (6 items); motivation for learning French (4 items); anxiety about using French (4 items); and perceived understanding of French-Canadian culture (1 item). Most items on the 1978 instrument were taken or adapted from existing scales and were used with permission of the authors (Clément, Smythe, & Gardner, 1976). Part Three had a set of four items asking students to rate on a seven-point scale their ability to speak and understand and read and write French. The questionnaires were packaged with the reading tests and took approximately 10 minutes to complete.

Principal Questionnaire

The Principal Questionnaire consisted of a series of closed and open-ended questions designed to yield the following information: a) administrative experience; b) program information; c) goals and objectives for French reading; d) information and opinions on support services for reading; e) evaluation of reading; and f) suggestions for changes or improvement in reading instruction in French immersion.

Teacher Questionnaire

The Teacher Questionnaire was composed of a series of closed and open-ended questions on the following topics: a) teaching experience and training for teaching immersion; b) information and opinions on support services for reading; c) use of and in-service for prescribed reading materials; d) satisfaction with various aspects of prescribed and other reading materials; e) classroom approaches and techniques; f) evaluation approaches; and g) suggestions for changes or improvement in reading instruction in French immersion.

French Speaking Test

Background

The B.C. French Speaking Test: Grade 7 (Day, Shapson & Rivet, 1987), which was developed in 1985-86 under contract to the B.C. Ministry of Education, Modern Languages and Multicultural Programs Branch, is designed to measure the oral proficiency skills of grade 7 students enrolled in early or late French immersion programs and the programme-cadre de français. Oral proficiency is defined as "the student's ability to communicate accurately and effectively in real-life language-use contexts" (Clark, 1975, p. 23). This definition, which combines the linguistic and communicative dimensions of speech, reflects the goals and objectives of immersion programs as stated in Ministry documents (B.C. Ministry of Education, 1979 and 1981). The test was developed and piloted during the spring of 1985 with 54 early and late immersion students, and the final version was field-tested in the spring of 1986 with another 54 early and late immersion students.

The grade 7 French Speaking Test is a group test composed of three oral tasks based on a town planning activity. The oral tasks are the planning of the town, the composition of a chain story, and an interview. The test has been designed to preserve as much as possible the essential features of communication (e.g., interactional, purposive, unpredictable) as described by Morrow (1979) in discussing communicative language tests. The three oral tasks were developed to elicit speech reflecting a wide variety of language functions as described and classified by Joan Tough (1977) in a longitudinal study of the speech of young children conducted in England. Among the main functions described by Tough and elicited by the grade 7 speaking test are self-maintaining and directing, reporting, logical reasoning, predicting, projecting, and imagining.

Procedures

The testing begins with a period of introduction in the classroom which serves to acquaint the children with the examiner and stimulate their interest and motivation for participating in the test. The examiner introduces and explains the concept of town planning and has the children participate in some examples of the town planning activity which will later be conducted in the testing room. Two groups of three children, randomly chosen by the examiner, are then asked to participate in the test activities. The testing is conducted in a quiet room separate from the classroom and lasts approximately 30 minutes for each group of three children. The children's voices are recorded, and all recording equipment is set up in advance of the testing. The examiner is provided with a script to follow for the classroom introduction and test activities.

French Listening Comprehension Test

The French Listening Comprehension Test is a 17-item test designed by the Bilingual Education Project, Ontario Institute for Studies in Education (OISE, 1978), to measure comprehension of French in communicative situations. It is a tape-administered test consisting of six passages recorded from radio broadcasts, interviews, etc. The student listens to the passages and answers multiple-choice questions after each passage. Administration time for the test is approximately 35 minutes.

Administration Procedures

Table 2 provides a summary of the administration of the various instruments in the assessment. The Teacher and Principal Questionnaires were distributed near the end of March for return by mid-April, 1987. The French Listening and Speaking Tests were administered by the Contract Team during the period from April 22nd to May

20th, 1987. The French Reading Test booklets, which also contained the Student Questionnaires, were distributed for administration by classroom teachers during the week of May 19th to May 22nd, 1987.

Table 2
Schedule for the Administration of the Instruments

Instrument	Administration Time	Responsibility for Administration
French Reading Tests and Student Questionnaires	May 19-22, 1987	Assessment Branch
French Speaking and Listening Tests[a]	April 22-May 20, 1987	Contract Team
Teacher and Principal Questionnaires	March-April, 1987	Assessment Branch

[a] The French Speaking Test was also administered by the Contract Team to native French-speaking students in Manitoba in fall 1987.

Scoring and Analysis

The Student Assessment Branch completed all scoring and data-analyses of the French Reading and Listening Tests and Student, Teacher and Principal Questionnaires (closed-ended items only). The following series of analyses were conducted:

1. The grade 4 and grade 7 reading tests and the grade 7 listening tests were scored, response distributions prepared, and mean percent correct for each domain calculated. For each item, the percent correct was based on the number of students tested.
2. Alpha-Reliability coefficients were computed for the assessment instruments.
3. Response distributions were prepared for the Student Questionnaire and Student Opinions Scales.
4. Statistical comparisons (t-tests or chi-square comparisons) were conducted between the performance of early and late immersion students on all measures.

The open-ended responses in the Teacher and Principal Questionnaires were content-analysed by the Contract Team, who also assumed the responsibility for the scoring and analyses of the French Speaking Test. The speaking samples were rated by trained native French-speaking raters on four-point scales which were designed to measure both the linguistic (e.g., pronunciation) and communicative (e.g., quality of discussion) dimensions of speech. The rating scales are provided in Chapter 6 of the General Report. Error analyses were also conducted on various aspects of the children's oral grammar.

Psychometric Characteristics of the Instruments

The reliabilities on the total reading test were quite high; they were .83 for grade 4 and .78 and .79 for grade 7 early and late immersion, respectively. For grade 4, domain reliabilities ranged from .39 for Graphic Materials to .64 for Inferential Comprehension. For grade 7 early and late immersion, they ranged from .30 and .35 in Critical Comprehension to .59 in Literal Comprehension. The lower reliabilities on some of the domains (e.g., Critical Comprehension) suggest that caution is needed in interpreting these domain scores.

On the Student Opinions measure, the reliabilities for early immersion were .43 for the attitudes toward bilingualism scale and .61 and .76 for the anxiety and motivation scales; the corresponding figures for late immersion were .33, .57, and .67. The lower reliability on the attitudes toward bilingualism scale for late immersion suggests the need for caution in interpreting the results for these students. The reliabilities on the self-ratings of knowledge of French scale were .80 (early) and .79 (late); on the Listening Comprehension test, they were .65 (early) and .58 (late).

Inter-rater reliabilities on the French Speaking Test scales were generally quite satisfactory, ranging from .94 to .58 on the Quality of Description, Fluency, and Pronunciation/Intonation scales. The reliability for the Quality of Information scale was low (.11). Subsequent training for the raters seemed to resolve the discrepancies. However, caution is still needed in interpreting the results for the Information scale.

Interpretation and Reporting

After the data had been analyzed, three Interpretation Panels, one each for the grade 4 early and the grade 7 early and late immersion programs, met to examine and interpret student performance on the French reading and listening comprehension measures. The Panels were composed of teachers, school trustees, district staff and parents, with members of the Advisory Committee serving as chairpersons. The procedures for the conduct of the Panels were as follows:

1. Prior to the first meeting, panelists were asked to review the test booklets and Table of Specifications and to establish "acceptable" and "desirable" levels of performance for each achievement item.
2. At the meeting, panelists compared the percentage of students in the province who answered each item correctly with their own "acceptable" and "desirable" levels of performance. They then rated performance on each item as: Strong, Very Satisfactory, Satisfactory, Marginal or Weak. Panelists

were asked to bear in mind the total population of immersion students in British Columbia at their grade level, the wide range of individual differences among students, the importance of the skill represented by the item, and the curricular validity and difficulty of each item.

3. Panelists then conferred in small groups to discuss their individual ratings and to arrive at a consensus rating. They were advised that the consensus need not be the average or middle rating and were encouraged to arrive at a common rating based on a discussion of their opinions.

4. The Panel as a whole then considered each group's ratings, and a final rating was agreed on. Anecdotal comments were recorded by the chairpersons.

5. After the ratings on the individual items were completed, panelists considered performance on each domain as a whole and determined a rating for each domain according to the procedures outlined in Steps 3 and 4. They were encouraged to comment on strengths and weaknesses in student performance and provide suggestions for improvement.

Following the Interpretation Panel meetings, the Contract Team prepared the following documents, which are intended for general distribution:

- a General Report, providing detailed information on all aspects of the assessment; and

- this Summary Report, summarizing the results and procedures and presenting the conclusions and recommendations.

The Student Assessment Branch prepared the following documents, which are not intended for general distribution and are provided only to the district Superintendents:

- a District Report for each of the participating school districts describing results for the immersion student population within the district;

- a School Report for each participating school describing results for the immersion student population within the school; and

- School and District Interpretation Guidelines describing procedures to be followed by individual districts in interpreting local results.

The Student Assessment Branch prepared for general distribution an Assessment Update giving a brief summary of the results, conclusions, and recommendations of the assessment.

CHAPTER THREE
RESULTS OF THE STUDENT QUESTIONNAIRES

This chapter presents the results of the Student Questionnaires which were designed to yield information on the students' language background, reading activities and preferences (grades 4 and 7), and attitudes and motivation toward learning French (grade 7).

Student Information

Background Information

A somewhat higher percentage of girls than of boys was enrolled in the grades 4 and 7 early immersion program (56% vs. 44%). A far higher percentage of girls than of boys was enrolled in the grade 7 late immersion program (63% vs. 37%).

The large majority of the grades 4 and 7 early and of the grade 7 late immersion students (90% and over) reported that English was the language they first learned to speak at home. Only a very small minority in any of the groups reported that this language was French (5% or less) or another language (8% or less). The large majority in all groups (95% and over) also reported English as the language they spoke most often at home. Only a very small minority in any of the groups (3% or less) reported that the language spoken most often at home was French or another language.

Preferred Leisure Activities

The **most preferred** activity for all groups of students was **playing a game or sport**. Over one-third of the students (35% or more) selected this as their most likely activity, and only a very small minority (12% and less) selected this as their least likely activity. The second most preferred activity was **reading** for the grade 4 students and **watching T.V.** for the grade 7 students.

The **least preferred** activity for all groups of students was **going to a movie**, and the second least preferred activity was **reading**. The percentages of grade 7 students who indicated that they would least likely read were higher than those who said that they would most likely do so (30% vs. 22% for the early and 28% vs. 25% for the late immersion students). And even though the grade 4 students had indicated **reading** as their second most popular activity, a large percentage (26%) gave this as their least popular activity.

Number of Library Books Read Each Month

The results for the question asking students how many library books they usually read each month indicated that all groups of students tended to read more library books in English than they did in French. For **English,** the highest percentages of students in all groups (30% and over) specified from "three to five" library books. In contrast, for **French**, the highest percentages specified "one or two" library books (34% in grade 4 and 60% and 56% in grade 7 early and late immersion, respectively).

In all groups the percentages of students who said that they read a great number of library books (i.e., from "six to ten" or "more than ten") were much higher for English than they were for French (grade 4: 49% vs. 27%; grade 7 early, 3l% vs. 2%; grade 7 late, 38% vs. 6%). Conversely, the percentages of students who said that they read **no** library books were much higher for French than they were for English, particularly in grade 7 (early, 24% vs. 4%; late, 16% vs. 4%).

Comparisons of the results across the grade levels suggested that the students in grade 4 tended to read more library books in both English and French than those in grade 7. A higher percentage of grade 4 than of grade 7 students said that they read "more than ten" English (24% vs. 14% and 17%) or "more than ten" French library books (10% vs. 0% and 2%).

Preferred Reading Materials

The results for the questions designed to gain information on students' reading preferences indicated that all groups of students generally preferred **English** over **French** materials. In all cases, the percentages of students who said that they "very much" or "sometimes" liked the English materials were higher than they were for the corresponding French materials. Conversely, the percentages of students who said that they "usually didn't like" or "never read" the materials were higher for French than they were for English.

For the grade 4 students, comic or cartoon books and fiction were most preferred among the **English** materials, followed by non-fiction and magazines or newspapers. The great majority (71% and over) said that they "very much" or "sometimes" liked these materials. The pattern of preference for the French materials was similar to that for the English materials. However, while over one-half of the grade 4 students (59% and over) said that they "very much" or "sometimes" liked French comic or cartoon books and French fiction and non-fiction, only approximately one-third (36%) said that they "very much" or "sometimes" liked French magazines or newspapers, and close to one-half (49%) said that they "usually didn't like" or "never read" them.

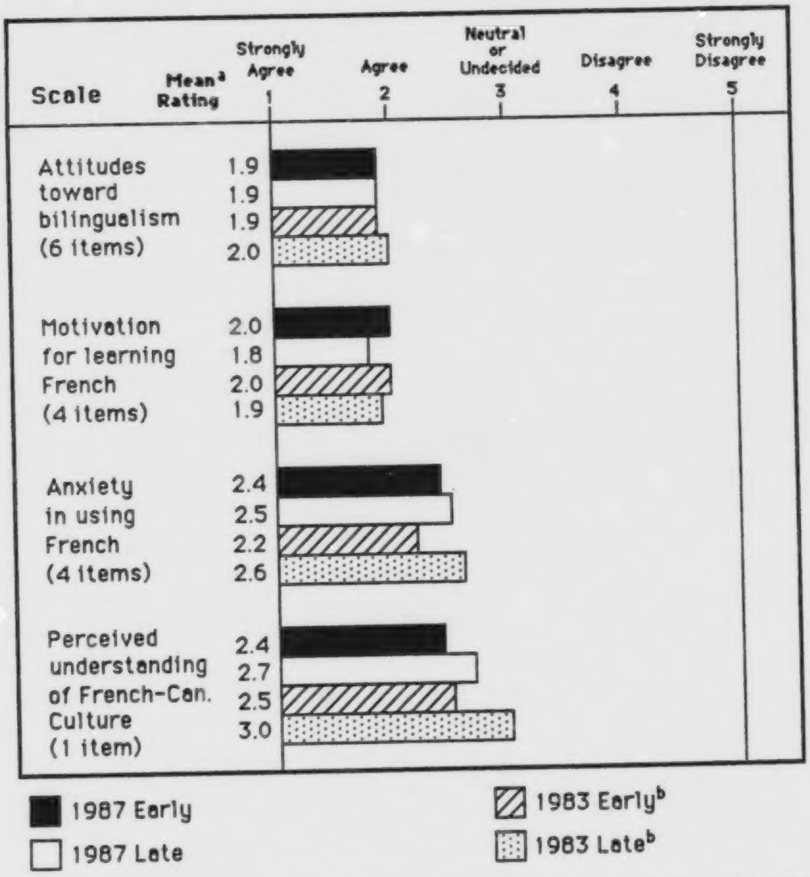
As for the grade 7 early and late immersion students, magazines or newspapers and fiction were most preferred among the English materials, followed by comic or cartoon books and non-fiction. The great majority of both early and late immersion students (83% and over) said that they "very much" or "sometimes" liked English fiction, magazines or newspapers, and comic or cartoon books. Over three-fifths in each group (62% and over) also felt this way about English non-fiction; however, one-fifth of the early (20%) and nearly one-fourth of the late (24%) immersion students said that they "usually didn't like" or "never read" this type of material.

The pattern of preference for the **French** materials was somewhat different than it was for the English materials. French fiction and comic books were most preferred, with over one-half of the grade 7 early and the late immersion students (51% and over) saying that they "very much" or "sometimes" liked these kinds of materials. Less than one-half of the students (44% and less), however, said that they "very much" or "sometimes" liked French magazines or newspapers and non-fiction, and a high percentage (37% and over) said they "usually did not like" or "never read" these materials.

Student Opinions (Grade 7)

The results for the Student Opinions Questionnaire (see Figure 2) assessing student attitudes on a variety of scales, i.e., attitudes toward bilingualism, motivation for learning French, anxiety in using French, and perceived understanding of French-Canadian culture, indicated that the attitudes of the grade 7 early and late immersion students were generally quite positive; the mean ratings were at about the mid-point or lower on all scales (based on a five-point scale with 1 as the positive end and 5 as the negative end). Students were most positive in their attitudes toward bilingualism and motivation for learning French (mean ratings, 2.0 and lower). Comparisons with the performance of grade 7 early and late immersion students from three school districts in British Columbia previously tested (Shapson & Day, 1984) indicated that the current provincial group of early and late immersion students was similar in their attitudes to the students previously tested.

Figure 2
Grade 7 Student Opinions Questionnaire: Scale Results



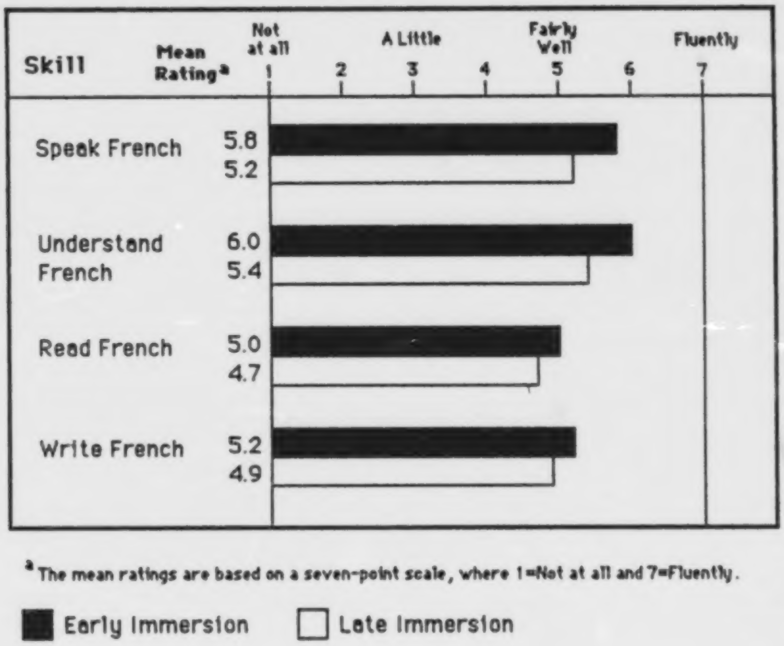
[a] Based on a five-point scale with 1 as the positive end and 5 as the negative end. A lower mean rating indicates more positive findings.

[b] n=129 early and 101 late immersion students.

Self-Ratings of Knowledge of French (Grade 7)

The results for the students' self-ratings of their knowledge of French (see Figure 3) indicated that the grade 7 early and late immersion students rated their ability to speak and understand and read and write French quite highly. The mean ratings for the early immersion students ranged from 5.0 for reading French to 6.0 for understanding French (based on a seven-point scale where 5=fairly well and 7=fluently), while those for the late immersion students ranged from 4.7 for reading French to 5.4 for understanding French. Both groups of students tended to rate their aural/oral communicative skills in French (i.e., understanding and speaking) slightly higher than their literacy skills (i.e., reading and writing).

Figure 3
Grade 7 Students' Self-Ratings of Knowledge of French



[a] The mean ratings are based on a seven-point scale, where 1=Not at all and 7=Fluently.

CHAPTER FOUR
RESULTS OF THE FRENCH READING TESTS

This chapter presents the results of the performance of the grade 4 and grade 7 immersion students in French reading. The results are organized by domain. Within each domain the item-level results and Interpretation Panel judgements on the quality of performance are first presented, along with the mean performance and Interpretation Panel judgements for the domain as a whole.

Reading Results: Grade 4 Early Immersion

The grade 4 reading test included 36 multiple-choice items representing the following four domains: 1. Vocabulary; 2. Literal Comprehension; 3. Inferential/Critical Comprehension; and 4. Graphic Materials. Classification of items was determined by the item-writers and Review Panel members; thus the classifications reflect the views of representative panels of teachers as to what items validly constitute the domain.

Mean student performance was calculated for each of the items within the domain and for the domain as a whole. Interpretation Panel members first made judgements on the item-level results within the domain and then considered the quality of student performance for the domain as a whole, using the following rating scale: Strong; Very Satisfactory; Satisfactory; Marginal; Weak. The following section first presents a discussion of the item-level results for each domain, followed by a summary of the results for all domains of the test.

Vocabulary

Domain 1 included eight vocabulary items. Three items tested the students' ability to recognize **familiar** or high frequency words or expressions, and five items tested their ability to use context to determine the meaning of **unfamiliar** or low frequency words or expressions. All items were taken from the reading passages and were included with the comprehension questions for the passage. The results are presented in Table 3.

The results for the three items measuring the students' ability to recognize **familiar** words or expressions were somewhat disappointing. Three-fifths of the students (60%) correctly answered the item requiring them to recognize the meaning of the prepositional phrase "au sommet de" (item 4); this performance was rated as Satisfactory by the Interpretation Panel. Less than one-half of the students (48%), however, could correctly identify the antonym of the adjective "timide" (item 23), and only a little over two-fifths (43%) could recognize "épuisé" as the most suitable replacement for the adjective "fatigué" (item 32). These performances were considered Marginal (item 23) and Weak (item 32) by the Interpretation Panel.

Table 3
French Reading Results for Grade 4 : Domain 1, Vocabulary

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
		Familiar Words or Expressions		
4	au sommet	Informative (L'Igloo)	60%	Satis.
23	timide	Informative (Le Couguar)	48	Marginal
32	fatigué	Poetic (L'Ane Perdu)	43	Weak
		Unfamiliar Words or Expressions		
9	tend l'oreille	Expressive (Au Voleur)	87%	Strong
27	à découvrir	Persuasive (Pointe du Moulin)	70	Very Sat.
10	se gaver	Expressive (Au Voleur)	69	Very Sat.
15	je n'en puis plus	Poetic (Petite Pomme)	69	Very Sat.
5	évalue	Informative (L'Igloo)	43	Marginal
		DOMAIN MEAN:	61%	
		DOMAIN RATING: SATISFACTORY		

Student performance on the five items measuring their ability to determine the meaning of **unfamiliar** words or expressions in context was more encouraging. Students appeared to have had difficulty with only one item in which they had to choose the correct replacement "détermine" for the verb "évalue" in the following sentence: "Il évalue la direction du vent" (item 5). This item was answered correctly by only a little over two-fifths of the students (43%) and received a Panel rating of Marginal. Student performance on the remaining four vocabulary items ranged from 69% to 87%. One item requiring students to recognize the meaning of the expression "tend l'oreille" (item 9) received a Panel rating of Strong. Three other items requiring students to recognize the meaning of the expressions "à découvrir" (item 27) and "je n'en puis plus" (item 15) and of the verb "se gaver" (item 10) received ratings of Very Satisfactory.

Overall, the grade 4 students displayed a good ability to infer the meaning of unfamiliar words from context; the following item is illustrative of their ability:

10. Quel mot pourrait remplacer se gaver dans la phrase: "Le raton laveur est en train de se gaver comme s'il était à la fête"?

%	
69	1. manger
7	2. se cacher
6	3. se sauver
17	4. jouer
1	No Response

Over two-thirds of the children (69%) were able to use the contextual cues available in the text to infer the meaning of the verb "se gaver." It is also noteworthy that many of those who did not make the correct choice (17%) chose the verb "jouer," which was at least semantically consistent with the notion of "fête" in the sentence.

Mean student performance on the Vocabulary domain as a whole was 61%; the Panel considered this performance Satisfactory. Anecdotal comments suggested that the Panel judged performance to be Satisfactory mainly because they had relatively modest expectations of the children's vocabulary skills. Panel members felt strongly that the vocabulary base of immersion children needed to be expanded. They recommended more emphasis on the teaching of synonyms and antonyms and the development of teaching strategies to develop vocabulary through context.

Literal Comprehension

The Literal Comprehension domain contained nine items which measured the children's ability to understand main ideas, relationships, and relevant information when explicitly stated in the text. Mean student performance on the items in this domain ranged from 52% to 92%, and the Panel ratings ranged from Marginal to Strong (see Table 4). The item which received a Marginal rating required students to understand pertinent information from the Igloo text (item 1) and was answered correctly by only slightly more than one-half of the students (52%). An examination of the response distribution for this item suggested that a large percentage of students (38%) based their responses on their expectations of when an igloo would be used rather than on the information provided in the passage.

The items receiving the higher ratings (i.e., Strong and Very Satisfactory) measured a variety of objectives (i.e., pertinent information, main idea, relationships) and were answered correctly by nearly 80% or more of the students. The four items receiving a Satisfactory rating were answered correctly by two-thirds to over three-fourths of the students (66% to 78%). Two items (items 24 and 25) required students to derive information from a poster in the Persuasive category (La Pointe du Moulin), and two (items 18 and 19) required them to understand pertinent information from a text in the Informative category (Le Cougar). Higher student performance on one of the poster items (item 24) would have been desirable, as it was a relatively easy item. And although over two-thirds of the students (70%) succeeded on the items from the text on cougars, it was disappointing to note that close to one-fifth of the students chose options which were contradictory to the information in the passage.

Table 4
French Reading Results for Grade 4: Domain 2, Literal Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
20	Pertinent Info.	Informative (Le Couguar)	92%	Strong
3	Main Idea	Informative (L'Igloo)	84	Very Sat.
13	Pertinent Info.	Poetic (Petite Pomme)	81	Very Sat.
28	Relationship	Poetic (L'Ane Perdu)	79	Very Sat.
25	Pertinent Info.	Persuasive (Pointe du Moulin)	78	Satis.
19	Pertinent Info.	Informative (Le Couguar)	70	Satis.
18	Pertinent Info.	Informative (Le Couguar)	70	Satis.
24	Pertinent Info.	Persuasive (Pointe du Moulin)	66	Satis.
1	Pertinent Info.	Informative (L'Igloo)	52	Marginal
		DOMAIN MEAN:	75%	
		DOMAIN RATING: VERY SATISFACTORY		

Mean performance for the Literal Comprehension domain as a whole was 75%. The Interpretation Panel judged this performance to be Very Satisfactory. There was some variation, however, in the opinions of the individual members, with five of nine members on the Panel considering performance as Satisfactory or Marginal (4 members and 1 member, respectively) and the other four considering it as Very Satisfactory or Strong (2 members each).

Although students performed well, higher performance could be achieved by encouraging students to read more carefully and accurately. In addition students could profit from greater practice in deriving accurate information from a variety of functional texts such as posters, recipes, and game instructions.

Inferential/Critical Comprehension

The Inferential/Critical Comprehension domain contained a total of 13 items. Eleven of the items measured the students' ability to infer and understand main ideas and relevant information when not stated directly in the text and to recognize and interpret relationships, make generalizations, and form hypotheses and conclusions. Two items (items 8 and 14) measured Critical Comprehension, specifically the ability to understand the author's purpose. Because there were too few items to constitute a separate domain, they were combined with the Inferential Comprehension domain for the analyses.

Table 5
French Reading Results for Grade 4: Domain 3,
Inferential/Critical Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
11	Main Idea	Poetic (Petite Pomme)	81%	Strong
2	Relationship	Informative (L'Igloo)	78	Very Sat.
12	Relationship	Poetic (Petite Pomme)	76	Very Sat.
30	Main Idea	Poetic (L'Ane Perdu)	71	Very Sat.
6	Pertinent Info.	Expressive (Au Voleur)	50	Very Sat
29	Pertinent Info.	Poetic (L'Ane Perdu)	67	Satis.
22	Conclusion	Informative (Le Couguar)	63	Satis.
31	Relationship	Poetic (L'Ane Perdu)	54	Satis.
8[a]	Author's Purpose	Expressive (Au Voleur)	43	Satis.
7	Relationship	Expressive (Au Voleur)	41	Satis.
21	Main idea	Informative (Le Couguar)	35	Satis.
14[a]	Author's Purpose	Poetic (Petite Pomme)	32	Satis.
26	Pertinent Info.	Persuasive (Pointe du Moulin)	37	Marginal
		DOMAIN MEAN:	56%	
		DOMAIN RATING: VERY SATISFACTORY		

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[a] These items more properly belong to a separate domain, i.e., Critical Comprehension; but they were combined with the Inferential Comprehension domain because of the small number of items.

As Table 5 illustrates, there was considerable variation in student performance in Domain 3, with the mean percent correct ranging from 32% to 81% and Panel ratings from Marginal to Strong. Over eighty percent of the students (81%) correctly answered the item requiring them to infer the main idea of the Poetic text, Petite Pomme (item 11), and this was considered a Strong performance by the Panel. Over seventy percent (71% and over) correctly answered three items requiring them to infer the main idea or relationships in the Poetic texts, L'Ane Perdu and Petite Pomme, and in the Informative text, L'Igloo, (items 30, 12, and 2, respectively); these were considered Very Satisfactory performances by the Interpretation Panel. The Panel also rated performance on one other item (item 6) in Domain 3 as Very Satisfactory. However, this item, which required students to understand pertinent information from the Expressive text, Au Voleur, was answered correctly by only one-half of the students (50%).

Seven of the thirteen items in Domain 3 received a Panel rating of Satisfactory. Mean student performance ranged from 54% to 67% on three of the seven items and from only 32% to 43% on the four other items. The Panel considered the item which required students to infer the main idea from the passage on cougars (item 21) and another item which required them to interpret the author's purpose in the poem, Petite Pomme (item 14), to be quite difficult. This explains the relatively high ratings (i.e., Satisfactory) given to the low performances on these items (i.e., item 21, 35% and item 14, 32%). Similarly, they considered the Au Voleur passage and accompanying inferential comprehension items to be difficult, and they rated performance as Satisfactory despite the low percentages of students answering these items correctly (i.e., 41% and 43% for items 7 and 8, respectively). It should be noted that these items and passages were reviewed and accepted by the Advisory Committee and Review Panels as appropriate in difficulty level for the grade 4 students. It would appear that the latter groups had higher expectations of the children's ability to deal with these items than were borne out by the results.

The final item in Domain 3, which received a Panel rating of Marginal (item 26), required students to infer and understand relevant information from the poster, La Pointe du Moulin, and was answered correctly by only over one-third of the students (37%).

Mean student performance for the Inferential/Critical Comprehension domain as a whole was 56%. Panel members judged this performance to be Very Satisfactory. As was the case for their ratings on many of the individual items, they gave a rather high rating to overall student performance because they considered some items and passages to be relatively difficult. Although the grade 4 immersion children displayed good inferential skills on many items, the low mean performance on other items indicates that there is considerable room for improvement in the students' Inferential/Critical comprehension skills. To this end, the Contract Team recommends a strong focus on higher level comprehension skills and opportunities for extensive and more varied reading experiences in French.

Graphic Materials

This domain contained a total of six items. Four items measured the students' ability to obtain information from a table and from a map, and two measured their ability to interpret a cartoon without words. As Table 6 indicates, the great majority of students (90% and 84%) correctly answered the items measuring their ability to obtain information from a table (items 33 and 34). Approximately three-fourths (78% and 72%) also correctly answered the items measuring their ability to interpret a cartoon (items 16 and 17). These performances were judged to be Very Satisfactory. Only three-fifths of the students (59%) were successful on one of the items related to the map (item 35); this received a rating of Very Satisfactory in spite of the fact that it was not a particularly difficult item. Although a larger percentage (70%) were successful on the other map item (item 36), this received only a Satisfactory rating.

Mean performance on the Graphic Materials domain as a whole was 75%. The Panel judged this performance to be somewhat more than Satisfactory, and this is indicated in Table 6 as Satisfactory+. They felt that performance on many of the items should have been higher, and they underlined the importance of including items measuring students' ability to gain information from and interpret graphic material in an assessment of reading.

Table 6
French Reading Results for Grade 4: Domain 4, Graphic Materials

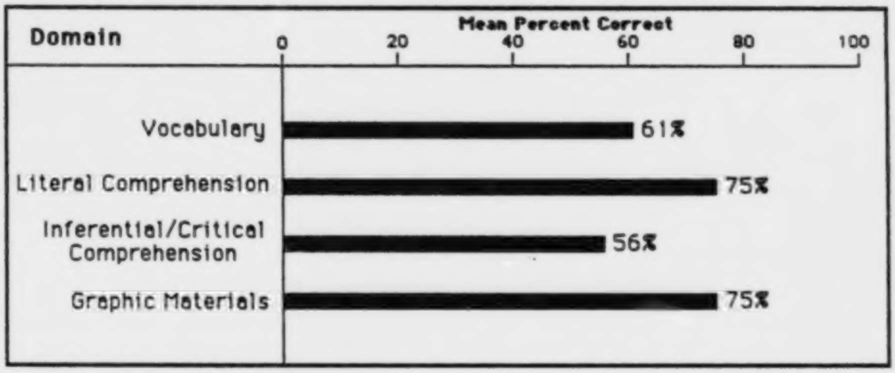
Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
33	Table	Graphic Materials (Les Grands Lacs)	90%	Very Sat.
34	Table	Graphic Materials (Les Grands Lacs)	84	Very Sat.
16	Cartoon	Graphic Materials (Ferdinand)	78	Very Sat.
17	Cartoon	Graphic Materials (Ferdinand)	72	Very Sat.
35	Map	Graphic Materials (Les Grands Lacs)	59	Very Sat.
36	Map	Graphic Materials (Les Grands Lacs)	70	Satis.
		DOMAIN MEAN:	75%	
		DOMAIN RATING: SATISFACTORY +		

Summary

Figure 4 displays the mean performance of the grade 4 students and the Panel ratings in each of the domains. The grade 4 early immersion students' performance was highest (in terms of mean percent correct) in the Literal Comprehension and Graphic Materials domains and lowest in the Inferential/Critical Comprehension domain. The Interpretation Panel judged overall performance in both Literal and Inferential/Critical Comprehension to be Very Satisfactory. They judged performance in Vocabulary and Graphic Materials as Satisfactory.

The high rating given to the Inferential/Critical Comprehension domain despite the modest mean performance (56%) was given in recognition of the difficulty of some of the items and the apparent lack of emphasis on inferential and critical reading in many immersion programs. In order to raise student performance in this domain, emphasis should be placed on developing higher level comprehension skills not only through questioning and discussion, but also through direct instruction in comprehension strategies, as has been suggested in much of the recent research on reading. In order to raise student performance in all domains, priority should be given to extending students' actual reading experiences both in and out of school, as it is through independent reading, according to research, that high achievement and fluency in reading and vocabulary growth can best be promoted.

Figure 4
Grade 4 Early Immersion: Mean Performance by Domain



Interpretation Panel Ratings:

Vocabulary	Satisfactory
Literal Comprehension	Very Satisfactory
Inferential/Critical Comprehension	Very Satisfactory
Graphic Materials	Satisfactory +

Reading Results: Grade 7 Early Immersion

The grade 7 reading test included 33 multiple-choice items representing the following five domains: 1. Vocabulary; 2. Literal Comprehension; 3. Inferential Comprehension; 4. Critical Comprehension; and 5. Graphic Materials. The following section first presents a discussion of the item-level results for each domain, followed by a summary of the results for all domains of the test.

Vocabulary

The Vocabulary domain contained six items designed to measure the students' ability to use context to determine the meaning of unfamiliar words or expressions. All items were taken from the reading passages and were included with the comprehension questions for the passage. Mean student performance in this domain ranged from 33% to 85% and Panel ratings from Weak to Strong (see Table 7).

The item receiving a rating of Strong required students to determine from context the meaning of the adjective "mastodonte" and was answered correctly by the great majority of students (85%). The two items rated Very Satisfactory required students to determine the meaning of the expression "cela vire en gaffe" (item 5) and of the verb "accorder" (item 33); they were answered correctly by over eighty percent of the students (84% and 81%). The item rated Satisfactory (item 18) dealt with the meaning of the noun "chair" and was answered correctly by approximately three-fourths of the students (73%). The item receiving the Marginal rating, which was answered correctly by approximately three-fifths of the students (62%), required students to determine the meaning of "les sages" in the following passage:

> Ecoutez les vieux,
> les sages,
> Il faut obéir à leurs ordres,
> Alors, même en hiver,
> Vous réussirez avec fierté.

Nearly one-fourth of the students (22%) neglected to consider the context in which the word appeared and therefore incorrectly chose the option which reflected the more commonly known meaning of the word (i.e., ceux qui sont tranquilles). On the final item in Domain 1 (item 17), only one-third of the students (33%) succeeded in determining from context the meaning of the word "élevage." This was considered a Weak performance by the Panel.

The mean performance for the Vocabulary domain as a whole was 70%. The Interpretation Panel judged the early immersion students' overall performance in this domain as Satisfactory. Although these results indicate that overall performance was good, one can strive for even better performance in this domain. As vocabulary growth is facilitated by reading, extending the time spent on reading is likely to expand the children's strategies for inferring the meaning of new words from context. In addition, research on vocabulary instruction in the first language should be explored to find alternative and more promising techniques for vocabulary teaching than conventional definition approaches.

Table 7
French Reading Results for Grade 7 Early Immersion:
Domain 1, Vocabulary

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
23	mastodonte	Informative (Le Plus Gros Avion)	85%	Strong
5	cela vire en gaffe	Expressive (Chère Lise)	84	Very Sat.
33	accorder	Persuasive (Tour de Table)	81	Very Sat.
18	chair	Informative (Le Cannibalisme)	73	Satis.
11	les sages	Poetic (Le Kayak)	62	Marginal
17	élevage	Informative (Le Cannibalisme)	33	Weak
		DOMAIN MEAN:	70%	
		DOMAIN RATING: SATISFACTORY		

Literal Comprehension

The Literal Comprehension domain contained nine items measuring the students' ability to understand main ideas, relationships, and pertinent information when explicitly stated in the text. Student performance ranged from 63% to 93% on the literal comprehension items, with two items receiving a Panel rating of Very Satisfactory and all but one of the remaining items receiving a rating of Satisfactory (see Table 8).

The large majority of early immersion students (93% and 83%) were successful in answering item 10, which required them to understand pertinent information from the poem, Le Kayak, and item 4, which required them to understand a causal relationship in the letter, Chère Lise. These performances were rated as Very Satisfactory by the Interpretation Panel. A large majority (82% and over) were also successful in answering three other Literal Comprehension items (items 30, 25, and 13), measuring a variety of objectives (i.e., pertinent information, main idea, relationships), but these performances were rated as only Satisfactory. Three other items (items 32, 24, and 9) requiring students to understand pertinent information from a variety of texts also received Satisfactory ratings, with performances ranging from 69% to 78%.

Table 8
French Reading Results for Grade 7 Early Immersion:
Domain 2, Literal Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
10	Pertinent Info.	Poetic (Le Kayak)	93%	Very Sat.
4	Relationship	Expressive (Chère Lise)	83	Very Sat.
30	Pertinent Info.	Persuasive (Tour de Table)	88	Satis.
25	Main Idea	Informative (Le Plus Gros Avion)	83	Satis.
13	Relationship	Informative (Le Cannibalisme)	82	Satis.
32	Pertinent Info.	Persuasive (Tour de Table)	78	Satis.
24	Pertinent Info.	Informative (Le Plus Gros Avion)	73	Satis.
9	Pertinent Info	Poetic (Le Kayak)	69	Satis.
12	Pertinent Info.	Informative (Le Cannibalisme)	63	Marginal/Satis.
		DOMAIN MEAN:	79%	
		DOMAIN RATING: SATISFACTORY		

The final item in Domain 2 (item 12) was answered correctly by slightly more than three-fifths of the students (63%) and received a Panel rating of Marginal to Satisfactory. This item required students to understand pertinent information from the Informative text on cannibalism. Nearly one-fifth of the students (19%) chose the option which stated that cannibalism was practiced only by primitive tribes. These results were somewhat disappointing, as a major part of the passage describes modern-day situations in which cannibalism has been practiced.

The mean performance for the Literal Comprehension domain as a whole was 79%. The Interpretation Panel judged performance in this domain as Satisfactory. This relatively good level of performance (79%) probably reflects the emphasis that is placed on developing literal comprehension skills in most immersion reading programs.

Inferential Comprehension

The Inferential Comprehension domain contained seven items measuring the students' ability to infer and understand main ideas and relevant information when not stated directly in the text and to recognize and interpret relationships and form hypotheses, generalizations, and conclusions. Student performance ranged from 55% to 93% on the items in this domain, with one item receiving a rating of Strong, two Very Satisfactory, and four Satisfactory (see Table 9).

The item rated as Strong (item 6) required students to infer the main idea from the letter, Chère Lise, and was answered correctly by the great majority of students (93%). The items rated as Very Satisfactory (items 2 and 16) required students to form hypotheses and make generalizations based on the letter and to infer the main idea of a paragraph in the passage on cannibalism and were answered correctly by close to 80% of the students and higher (79% and 83%).

From over one-half to over two-thirds of the students were successful on the four items receiving a Satisfactory rating. These items measured a variety of objectives (i.e., hypotheses and generalizations, relationships, conclusions) from a number of different text categories. An examination of the response distributions and accompanying texts for two of these items (items 8 and 22) revealed that many students chose responses that contained words directly in the text instead of making the inferences that would lead them to the correct answer, suggesting that students sometimes have a tendency to look for literal meaning in situations where inferential meaning is called for. Despite this tendency, admirable evidence of the students' inferential skills was revealed on other items in the test. For example, two-thirds of the students (67%) were successful at inferring the feelings expressed by the author of the letter (item 1); and over two-thirds (69%) were successful at inferring one of the rules of the game (item 31).

The mean performance in the Inferential Comprehension domain was 72%. The Interpretation Panel rated the early immersion students' overall performance in this domain as Very Satisfactory. This relatively high rating given to the mean performance of 72% was probably due to the Panel's perceptions of the difficulty of the items and their recognition that many immersion programs may currently underemphasize higher level reading skills. Despite the latter situation, students did perform well.

Table 9
French Reading Results for Grade 7 Early Immersion:
Domain 3, Inferential Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
6	Main Idea	Expressive (Chère Lise)	93%	Strong
16	Main Idea	Informative (Le Cannibalisme)	83	Very Sat.
2	Hyp./Generaliz.	Expressive (Chère Lise)	79	Very Sat.
31	Relationship	Persuasive (Tour de Table)	69	Satis.
1	Conclusion	Expressive (Chère Lise)	67	Satis.
8	Hyp./Generaliz.	Poetic (Le Kayak)	59	Satis.
22	Hyp./Generaliz.	Informative (Le Plus Gros Avion)	55	Satis.
		DOMAIN MEAN:	72%	
		DOMAIN RATING: VERY SATISFACTORY		

Critical Comprehension

The Critical Comprehension domain contained six items measuring the students' ability to recognize the author's purpose and to distinguish fact from opinion. Performance on these items ranged from 53% to 93%, with five of the six items receiving a rating of Satisfactory and one item a rating of Strong (see Table 10). The item receiving the Strong rating required students to evaluate the author's purpose in writing the letter (Chère Lise) and was answered correctly by the great majority of students (93%).

Among the items rated as Satisfactory, the results showed that approximately two-thirds of the students (68% and 65%) could distinguish fact from opinion in the Informative text on cannibalism (item 15) and could understand the author's purpose in writing the poem, Le Kayak (item 7). Nearly two-thirds of the students (65% and 64%) could also understand the purpose of the quotation (item 28) and the proverb (item 29), and slightly over one-half (53%) could understand the purpose of the passage on cannibalism (item 14). However, an examination of the response distribution for the latter item revealed that many students tended to interpret the text literally rather than seek its deeper meaning. Over one-fourth of the students (29%) responded that the author of the cannibalism text spoke of cannibalism as showing the animalistic side of human beings (d'un côté animal de l'être humain) rather than as a historical fact which could repeat itself in the present (d'un fait historique qui se répète dans le présent). This tendency was also evidenced in the students' responses to the item on the poem, Le Kayak (item 7), where a large percentage of students (16%) incorrectly answered that the author's purpose in writing the poem was to describe hunting (pour décrire la chasse) rather than to counsel the young.

The mean performance for the Critical Comprehension domain as a whole was 68%. Overall, this performance was judged to be Satisfactory by the Interpretation Panel. As was the case for the Inferential/Comprehension domain, the Panel appeared to recognize the higher level of difficulty of the items and the current lack of emphasis on critical comprehension in many immersion reading programs. Panel members were stricter about evaluating performance in Critical than in Inferential Comprehension, even though the domain scores differed by only four percentage points. Perhaps this was the Panel's way of signalling the need for improved student performance in this very important area of reading.

Table 10
French Reading Results for Grade 7 Early Immersion:
Domain 4, Critical Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
3	Author's Purpose	Expressive (Chère Lise)	93%	Strong
15	Fact/Opinion	Informative (Le Cannibalisme)	68	Satis.
7	Author's Purpose	Poetic (Le Kayak)	65	Satis.
28	Author's Purpose	Expressive (Citation/Proverbe)	65	Satis.
29	Author's Purpose	Expressive (Citation/Proverbe)	64	Satis.
14	Author's Purpose	Informative (Le Cannibalisme)	53	Satis.
		DOMAIN MEAN:	68%	
		DOMAIN RATING: SATISFACTORY		

Graphic Materials

The Graphic Materials domain included five items measuring the students' ability to obtain information from and interpret a bar graph and a table. Student performance ranged from 57% to 87%; and all but one of the items received a Satisfactory rating (see Table 11). Among the items rated as Satisfactory, students were most successful on those items which required them to obtain information from the table in the Informative text, Le Plus Gros Avion (i.e., items 26 and 27), with the great majority (87% and 84%) answering these items correctly. Somewhat lower percentages (76% and 69%) answered correctly two items requiring them to interpret a bar graph (items 19 and 21). About one-half of the students (57%) correctly answered the third item related to the bar graph (item 20); and their performance was considered as Marginal.

The mean performance in the domain measuring the students' ability to obtain information from and interpret Graphic Materials was 74%. The Interpretation Panel judged the early immersion students' overall performance in this domain to be Satisfactory. Students would benefit from having further experiences with this kind of reading, especially because skill at interpreting graphic materials is so critical in mathematics and sciences.

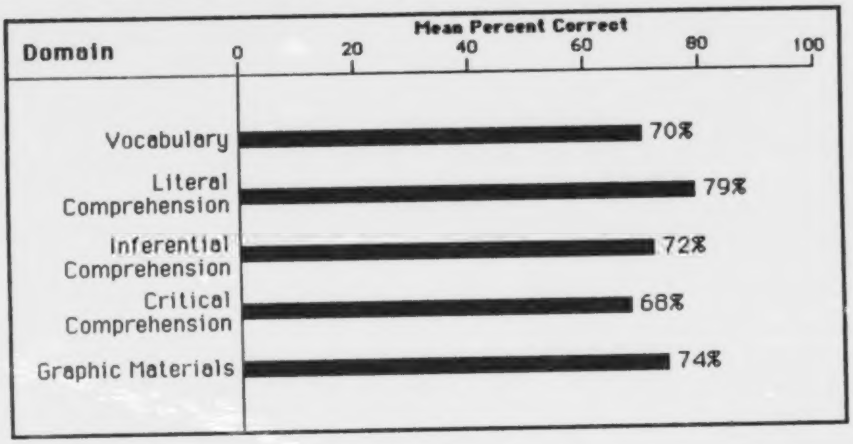
Table 11
French Reading Results for Grade 7 Early Immersion:
Domain 5, Graphic Materials

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
26	Table	Graphic Materials (Le Plus Gros Avion)	87%	Satis.
27	Table	Graphic Materials (Le Plus Gros Avion)	84	Satis.
19	Graph	Graphic Materials(La Pêche)	76	Satis.
21	Graph	Graphic Materials (La Pêche)	69	Satis.
20	Graph	Graphic Materials (La Pêche)	57	Marginal
		DOMAIN MEAN:	74%	
		DOMAIN RATING: SATISFACTORY		

Summary

The mean performance of the grade 7 early immersion students and the Interpretation Panel's judgements on each domain are displayed in Figure 5. The grade 7 early immersion students' performance was highest (in terms of mean percent correct) in Literal Comprehension. Performance in the four other domains ranged rather narrowly from 68% to 74%. The Interpretation Panel rated performance in Inferential Comprehension as Very Satisfactory and in the other domains as Satisfactory. While overall the results are positive across all domains, there is still room for improvement in the students' reading skills. In order to raise student performance in all domains, strategies should be developed to help students read more carefully, more deeply and more critically, and further opportunities for independent reading both in and out of class should be encouraged.

Figure 5
Grade 7 Early Immersion: Mean Performance by Domain



Interpretation Panel Ratings:

Vocabulary	Satisfactory
Literal Comprehension	Satisfactory
Inferential Comprehension	Very Satisfactory
Critical Comprehension	Satisfactory
Graphic Materials	Satisfactory

Reading Results: Grade 7 Late Immersion

This section presents the results for the grade 7 late immersion students on the French Reading Test. The test and domains have been described in the previous section outlining the results for the grade 7 early immersion students.

Vocabulary

The results for the grade 7 late immersion students on the six vocabulary items measuring the students' ability to determine the meaning of unfamiliar words from context indicate that mean student performance ranged from 24% to 82% and Panel ratings from Weak to Strong (see Table 12). The item rated as Weak (item 17) required students to determine from context the meaning of the noun "élevage" and was answered correctly by only approximately one-fourth of the late immersion students (24%). Only a minority of early immersion students (33%) were successful at completing this item; and their performance was also considered as Weak.

The item rated as Strong (item 23) required students to determine the meaning of the adjective "mastodonte" and was answered by the great majority of students (82%). The items receiving Very Satisfactory ratings (items 33 and 5) required students to determine the meanings of the verb "accorder" (item 33) and of the expression "cela vire en gaffe" (item 5) and were answered correctly by approximately three-fourths (75%) and nearly two-thirds (63%) of the students, respectively. One item requiring students to infer from context the meaning of the noun "chair" (item 18) was also answered correctly by nearly two-thirds of the students (64%), but this received a Panel rating of only Satisfactory. Also rated as Satisfactory was performance on the item asking students to infer the meaning of "les sages" in the poem (item 11); this item was answered correctly by over one-half of the students (56%). Many students (14%) chose the option which contained the more common meaning of "les sages" (i.e., ceux qui sont tranquilles); but a large percentage (18%) chose the option which contained words taken from the text (i.e., ceux qui ont de la fierté), a strategy which the students mistakenly assumed would lead them to the correct answer.

The mean performance for the Vocabulary domain as a whole was 61%. The Interpretation Panel considered the late immersion students' performance in the Vocabulary domain to be Very Satisfactory. Despite this high Panel rating, the relatively low mean score in this domain suggests a need for strengthening students' ability to infer the meaning of words from context.

Table 12
French Reading Results for Grade 7 Late Immersion:
Domain 1, Vocabulary

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
23	mastodonte	Informative (Le Plus Gros Avion)	82%	Strong
33	accorder	Persuasive (Tour de Table)	75	Very Sat.
5	cela vire en gaffe	Expressive (Chère Lise)	63	Very Sat.
18	chair	Informative (Le Cannibalisme)	64	Satis.
11	les sages	Poetic (Le Kayak)	56	Satis.
17	élevage	Informative (Le Cannibalisme)	24	Weak
		DOMAIN MEAN:	61%	
		DOMAIN RATING: VERY SATISFACTORY		

Literal Comprehension

The results of the performance of the late immersion students on the nine Literal Comprehension items, which measured the students' ability to understand main ideas, relationships, and pertinent information when explicitly stated in the text, are illustrated in Table 13. Mean student performance in this domain ranged from 60% to 86% and

Panel ratings from Marginal to Strong. The item rated as Marginal (item 24) required students to understand a relatively simple piece of information from the Informative text, Le Plus Gros Avion, and was answered correctly by only three-fifths of the students (60%). The items rated as Strong required students to understand explicitly stated information in the poem, Le Kayak (item 10), and to understand a main idea from the Informative text, Le Plus Gros Avion (item 25), and were answered correctly by over 80% of the students (86% and 81%).

Table 13
French Reading Results for Grade 7 Late Immersion:
Domain 2, Literal Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
10	Pertinent Info.	Poetic (Le Kayak)	86%	Strong
25	Main Idea	Informative (Le Plus Gros Avion)	81	Strong
30	Pertinent Info.	Persuasive (Tour de Table)	80	Very Sat.
4	Relationship	Expressive (Chère Lise)	77	Very Sat.
13	Relationship	Informative (Le Cannibalisme)	72	Very Sat.
32	Pertinent Info.	Persuasive (Tour de Table)	70	Satis.
9	Pertinent Info	Poetic (Le Kayak)	64	Satis.
12	Pertinent Info.	Informative (Le Cannibalisme)	60	Satis.
24	Pertinent Info.	Informative (Le Plus Gros Avion)	60	Marginal
		DOMAIN MEAN:	72%	
		DOMAIN RATING: VERY SATISFACTORY		

Three items requiring students to understand relationships in the Informative text, Le Cannibalisme (item 13), and in the letter, Chère Lise (item 4), and pertinent information from the game, Tour de Table (item 30), were answered correctly by over 70% of the students and received a rating of Very Satisfactory. Three items measuring students' ability to understand pertinent information from a variety of text categories (item 12, Informative; item 9, Poetic; and item 32, Persuasive) were answered correctly by from 60% to 70% of the students and received a rating of Satisfactory. In item 12, many students (20%) chose an option (i.e., option 2) which indicated a lack of understanding of the major thrust of the passage, suggesting that some students either did not understand the passage adequately or did not consider their responses carefully enough in relation to the content of the passage.

Mean student performance in the Literal Comprehension Domain as a whole was 72%. The Panel judged the late immersion students' performance in this domain to be Very Satisfactory. This was indeed a good level of performance for students who have been reading in their second language for less than two years.

Inferential Comprehension

The results for the late immersion students on the seven items in the Inferential Comprehension domain indicated that mean student performance ranged from 53% to 85% and Panel ratings from Marginal to Strong (see Table 14). The item rated as Marginal (item 22) required students to hypothesize and draw a generalization from the Informative text, Le Plus Gros Avion, and was answered correctly by only a little more than one-half of the students (53%). An examination of the response distribution for this item revealed that a large percentage of the late immersion students based their responses on words contained directly in the text, indicating that they were neglecting to make inferences and took instead a literal comprehension approach to answering this item. A similar tendency was noted in the early immersion students' responses to this item.

Table 14
French Reading Results for Grade 7 Late Immersion:
Domain 3, Inferential Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
6	Main Idea	Expressive (Chère Lise)	85%	Strong
16	Main Idea	Informative (Le Cannibalisme)	76	Very Sat.
1	Conclusion	Expressive (Chère Lise)	60	Very Sat.
8	Hyp./Generaliz.	Poetic (Le Kayak)	55	Very Sat.
2	Hyp./Generaliz.	Expressive (Chère Lise)	65	Satis.
31	Relationship	Persuasive (Tour de Table)	60	Satis.
22	Hyp./Generaliz.	Informative (Avion)	53	Marginal
		DOMAIN MEAN:	65%	
		DOMAIN RATING: VERY SATISFACTORY		

The item rated as Strong required students to infer the main idea from the letter, Chère Lise (item 6), and was answered correctly by the great majority of students (85%). Among the items rated as Very Satisfactory, the results showed that over three-fourths (76%) could infer a main idea from the passage on cannibalism (item 16); three-fifths (60%) could draw a conclusion from the letter (item 1), and over one-half (55%) could make a generalization based on the poem (item 8). Among the items rated as Satisfactory, the results showed that nearly two-thirds (65%) could make a generalization based on the letter (item 2) and three-fifths (60%) could infer and understand a relationship in the game (item 31).

The mean performance of the late immersion students in Inferential Comprehension was 65%. The Interpretation Panel judged overall student performance in this domain to be Very Satisfactory. The relatively high rating given to the mean performance of 65% was probably due to the Panel's perceptions of the difficulty of the items. Students did perform well. Additional emphasis on developing higher level comprehension skills would undoubtedly lead to improved performance in this domain for late immersion students.

Critical Comprehension

As Table 15 illustrates, mean performance on the six items in the Critical Comprehension domain ranged from 49% to 75%. One item received a Panel rating of Very Satisfactory, and the remaining five items received a rating of Satisfactory. The item receiving a Very Satisfactory rating required students to evaluate the author's purpose in writing the letter (item 3) and was answered correctly by three-fourths of the students (75%). Among the items receiving a Satisfactory rating, the results showed that nearly three-fifths of the students (59%) could distinguish fact from opinion in the Informative text, Le Cannibalisme (item 15), and over one-half could understand the author's purpose in writing the poem (item 7) and the purpose of the quotation (item 28) and proverb (item 29). Only slightly less than one-half of the students (49%), however, could understand the author's purpose in the passage on cannibalism. The response distribution for the latter item suggested that many students based their responses on a literal interpretation of the text rather than on a search for its deeper meaning. A large percentage of students (28%) responded that the author of the cannibalism text spoke of cannibalism as showing the animalistic side of human beings (d'un côté animal de l'être humain) rather than as a historical fact which could repeat itself in the present (d'un fait historique qui se répète dans le présent). A similar tendency was evidenced in item 7, where a large percentage (20%) incorrectly answered that the author's purpose in writing the poem, Le Kayak, was to describe hunting (pour décrire la chasse). This tendency was apparent in the early immersion students' responses to these items as well.

The mean performance of the late immersion students in Critical Comprehension was 58%. The Interpretation Panel judged this to be a Satisfactory performance. As was the case with the Inferential Comprehension domain, the Panel appeared to recognize the higher level of difficulty of the items and the lack of emphasis on promoting critical comprehension skills in many immersion reading programs. Like their early immersion counterparts, the late immersion Panel members were stricter about evaluating performance in Critical than in Inferential Comprehension. Perhaps this was the Panel's way of signalling the need for improved student performance in this very important area of reading.

Table 15
French Reading Results for Grade 7 Late Immersion:
Domain 4, Critical Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
3	Author's purpose	Expressive (Chère Lise)	75%	Very Sat.
15	Fact/opinion	Informative (Le Cannibalisme)	59	Satis.
7	Author's purpose	Poetic (Le Kayak)	57	Satis.
28	Author's purpose	Expressive (Citation/Proverbe)	56	Satis.
29	Author's purpose	Expressive (Citation/Proverbe)	56	Satis.
14	Author's purpose	Informative (Le Cannibalisme)	49	Satis.
		DOMAIN MEAN:	58%	
		DOMAIN RATING: SATISFACTORY		

Graphic Materials

The results for the five items measuring the students' ability to interpret and obtain information from graphic materials indicate that mean student performance ranged from 49% to 84% correct and Panel ratings from Marginal to Very Satisfactory (see Table 16). The two items rated as Marginal (items 21 and 20) required students to interpret a bar graph and were answered correctly by less than three-fifths of the students (57% and 49%). These items required a careful reading of the question, legend, and graph. However, as the results for item 21 showed, many students were rather careless in their responses. A large percentage of students chose option 2 (la morue) or option 4 (le homard), basing their responses on the period between 1963 and 1973 rather than on the period between 1953 and 1973, as they were asked. The early immersion students displayed a similar inattentiveness in responding to this item.

Approximately two-thirds of the students (65%) correctly answered the third item dealing with the bar graph (item 19), a performance which was considered as Satisfactory. Students fared better on the items asking them to obtain information from a table than they did on the bar graph items. A large majority of students (84% and 79%) correctly answered these items (items 26 and 27), and these performances were judged as Very Satisfactory.

The mean performance for the Graphic Materials domain was 67%. The Interpretation Panel judged overall student performance in this domain as Satisfactory. Students appeared to be more at ease in interpreting tables than graphs. They would profit, it appears, from greater exposure to various forms of graph reading so necessary in their mathematics and science courses in French.

Table 16
French Reading Results for Grade 7 Late Immersion:
Domain 5, Graphic Materials

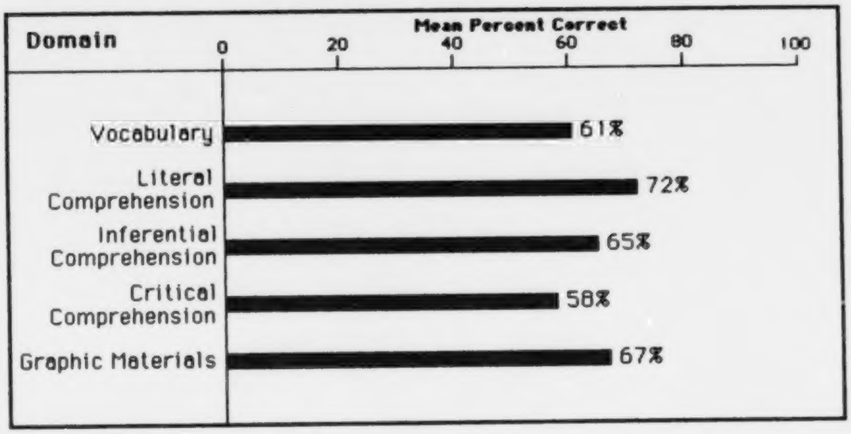
Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
26	Table	Graphic Materials (Le Plus Gros Avion)	84%	Very Sat.
27	Table	Graphic Materials (Le Plus Gros Avion)	79	Very Sat.
19	Graph	Graphic Materials (La Pêche)	65	Satis.
21	Graph	Graphic Materials (La Pêche)	57	Marginal
20	Graph	Graphic Materials (La Pêche)	49	Marginal
		DOMAIN MEAN:	67%	
		DOMAIN RATING: SATISFACTORY		

Summary

The results for the late immersion students in the five domains of the French Reading Test, which are illustrated in Figure 6, indicate that three of the five domains received Panel ratings of Very Satisfactory. Student performance ranged from 58% to 72%, with highest performance in Literal Comprehension. The high level of student performance in Literal Comprehension suggests that students have a solid basis from which to move on to higher levels of comprehension. Further attention should be given to developing higher level comprehension skills not only through questioning and discussion but also through direct instruction in comprehension strategies, as has been suggested in much of the research on first language reading.

Figure 6

Grade 7 Late Immersion: Mean Performance by Domain



Interpretation Panel Ratings:

Vocabulary	Very Satisfactory
Literal Comprehension	Very Satisfactory
Inferential Comprehension	Very Satisfactory
Critical Comprehension	Satisfactory
Graphic Materials	Satisfactory

Gender Differences in Reading Performance

Statistical analyses were conducted to determine whether there were any differences in the reading performance of males and females. The results of the comparisons in grade 4 revealed no significant differences in the Vocabulary domain or the total reading test score. However, there were significant differences ($p<.01$) in favor of the grade 4 girls in the Literal and Inferential/Critical Comprehension domains (76% vs. 73% and 57% vs. 54%, respectively) and in favor of the grade 4 boys ($p<.001$) in the Graphic Materials domain (78% vs. 74%).

The results of the comparisons in grade 7 revealed significant differences ($p<.001$) in favor of the girls in Critical Comprehension (65% vs. 61%). No significant differences were found in the other domains or the total reading test score. The tendency for girls to perform better in reading is well known and has been reported in previous provincial assessments of English reading (1980 and 1984). It is pleasing to note that at least in grade 7, immersion boys are performing as well as girls in most areas of reading.

Relationships Between Student Ratings and Achievement

A multiple regression analysis was conducted to assess the relationship among students' opinions, self-ratings and French reading achievement. Students' self-ratings of knowledge of French was the variable most highly related to reading achievement for both early and late immersion; attitudes toward bilingualism was the second most important variable. The variance in students' achievement test scores accounted for by these two variables was quite small: 5% for early immersion and 10% for late immersion.

CHAPTER FIVE
RESULTS OF THE PRINCIPAL AND TEACHER QUESTIONNAIRES

This chapter presents a summary of the findings for the Principal and Teacher Questionnaires. These were designed to provide background information on the respondents and to gather descriptive data and opinions on various aspects of French reading instruction. The combined information from the principals and teachers is summarized under the following categories: a) Program Information; b) Principal and Teacher Background Information; c) Availability of Support Services for Reading; d) Satisfaction with Support Services for Reading; e) Information on and Satisfaction with Reading Series and Materials; f) Information on the Reading Program and Classroom Processes; and g) Suggestions for Changes or Improvement.

Program Information

The average amount of time devoted to **French language arts** in the early immersion program ranged from a high of 7.9 hours per week in grade 3 to a low of 7.4 hours per week in grades 5 and 6. In the late immersion program it was 11.5 hours per week in grade 6 and 8.5 hours per week in grade 7.

The great majority of early immersion schools in the province offer a high percentage of total instructional time in French (i.e., 80% or more) in grades 1 - 3. There is more variation from grade 4 on, but most schools offer 70% or more of the total instructional time in French in grades 4 - 6, and many schools also offer this amount in grade 7. The great majority of late immersion schools offer from 90% - 100% of the total instructional time in grade 6 and 80% or more in grade 7.

Principal and Teacher Background Information

Administrative Experience

Principals of early and late immersion programs have been principals of an elementary school for a considerable period of time, with the mean number of years being 11 years for both groups. They have been principals of immersion programs for a much shorter period, with the mean number of years being four years for the early and three years for the late immersion principals.

Only approximately one-half of the principals in either program (early, 53% and late, 47%) had received in-service assistance for administering a French immersion program, mainly through workshops provided by the Ministry or other associations or through in-service sessions provided by their school districts.

Teaching Experience

One-half of the grade 4 early and the grade 7 early and late immersion teachers (50% in each group) have had three years or less teaching experience in elementary school. However, a sizeable percentage of the early immersion teachers (27%) have taught in elementary school for a much longer period of time (i.e., eight years or more).

Over one-half of all groups of teachers (55% and higher) have also had three years or less teaching experience in French immersion. As might be expected in a relatively new program, there was only a small percentage of teachers in each group (18% and lower) who had taught in immersion for many years (i.e., eight years or more).

Training for Teaching Reading

Only approximately one-half of all groups of teachers (48% and over) indicated that they had taken credit course(s) in teaching reading in French immersion during their pre-service training; and only about one-third (32% and over) indicated that they had attended workshops on this topic. Two-thirds of the grades 4 and 7 early immersion teachers (67% and 68%, respectively) and over one-half of the grade 7 late immersion teachers (54%) indicated that they had attended workshops on teaching reading in French immersion since their pre-service training. All of the late immersion teachers (100%) also indicated that they had taken non-credit sessions since their pre-service training, but only a small percentage of the grade 4 early immersion teachers (11%) and none of the grade 7 early immersion teachers had done so. In addition to the training they had received for teaching reading in French immersion, over one-half of all groups of teachers (55% and over) responded that they had taken credit courses in teaching reading in other kinds of programs (e.g., programs for native English- or French-speaking students or for second language students).

Availability of Support Services for Reading

Reading Consultant or Specialist

The great majority of teachers in all groups (81% and over) indicated that a reading consultant or specialist was not available to the immersion class which they taught. The majority of early and late immersion principals (58% and 82%, respectively) also reported that a reading consultant or specialist was not available for the French immersion program in their school. In contrast, much smaller percentages of principals (early, 38% and late, 45%) reported this situation for the English reading program in their schools.

Diagnostic and Remedial Services

Diagnostic and remedial services are commonly provided in the early immersion program but appear to be rarely provided in the late immersion program. The majority of the early immersion teachers in both grades 4 and 7 (86% and 77%) reported that diagnostic and remedial services were available, but only a small minority of the late immersion teachers (18%) reported having such services.

Consistent with these data, over one-half of the early (52%) but only over one-fourth (29%) of the late immersion principals reported being "very satisfied" or "satisfied" with the diagnostic and remedial services available to the French immersion program in their school. As can be seen by examining Figure 7, there is a striking contrast between the above percentages and the percentages of principals expressing satisfaction with the diagnostic and remedial services available in the English program (early immersion, 52% vs. 92%; late immersion, 29% vs. 78%).

Enrichment Programs

Only approximately one-fourth of the grade 4 early (27%) and less than ten percent (9%) of the grade 7 late immersion teachers reported that enrichment programs were available to the immersion class which they taught. The responses of the grade 7 early immersion teachers were more encouraging, with approximately two-fifths (43%) in this group reporting having such programs.

Given the above data, it is not surprising that only a minority of the early and late immersion principals (28% and 18%, respectively) expressed satisfaction with the enrichment program in support of the French reading program in their school. As with the other support services (see Figure 7), there were large differences in the percentages of principals expressing satisfaction with the enrichment program in support of the French vs. that in support of the English reading program in their school (early immersion, 28% vs. 54%; late immersion, 18% vs. 53%).

Satisfaction with Support Services for Reading

In-Service

Teacher satisfaction with the in-service they received for reading instruction in their districts was quite low, with only a minority in any of the groups (24% and less) saying that they were "very satisfied" or "satisfied" with this in-service. Dissatisfaction was particularly high among the grade 4 teachers, with over two-fifths in this group (45%) saying that they were "dissatisfied" or "very dissatisfied" with the in-service they received for reading instruction. Over one-fourth of the grade 7 early and late immersion teachers (29% in each group) also felt this way.

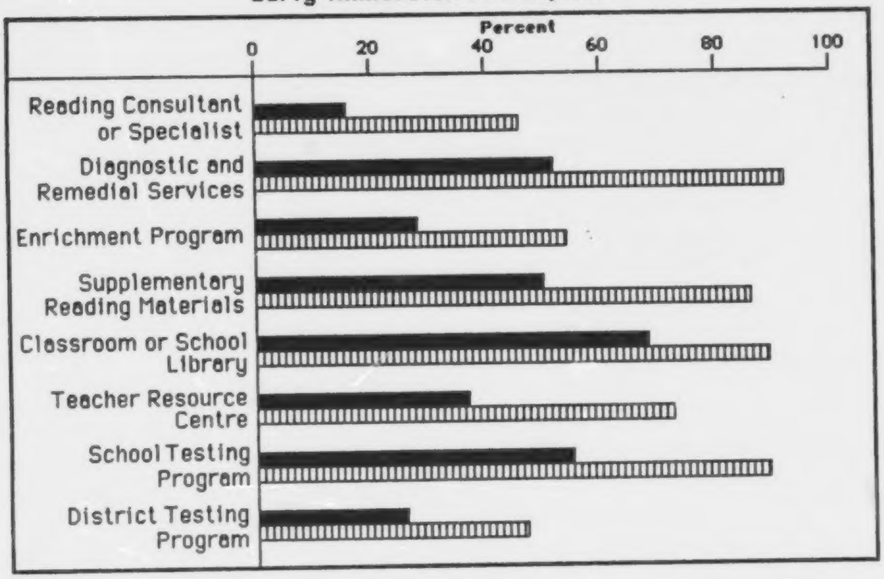
Supplementary Reading Materials

Teacher satisfaction with the supplementary reading materials available to the French immersion program which they taught was not especially high, particularly in the grade 7 early immersion program. Only approximately one-third of the grade 7 early immersion teachers (35%), compared to one-half in the other groups (grade 4 early, 57% and grade 7 late, 50%) said that they were "very satisfied" or "satisfied" with the supplementary reading materials. Dissatisfaction was substantial among grade 7 teachers in both programs, with over one-third in these groups (early, 35%; late, 36%) saying that they were "dissatisfied" or "very dissatisfied" with the supplementary reading materials. Over one-fourth of the grade 4 teachers (27%) also felt this way about these materials.

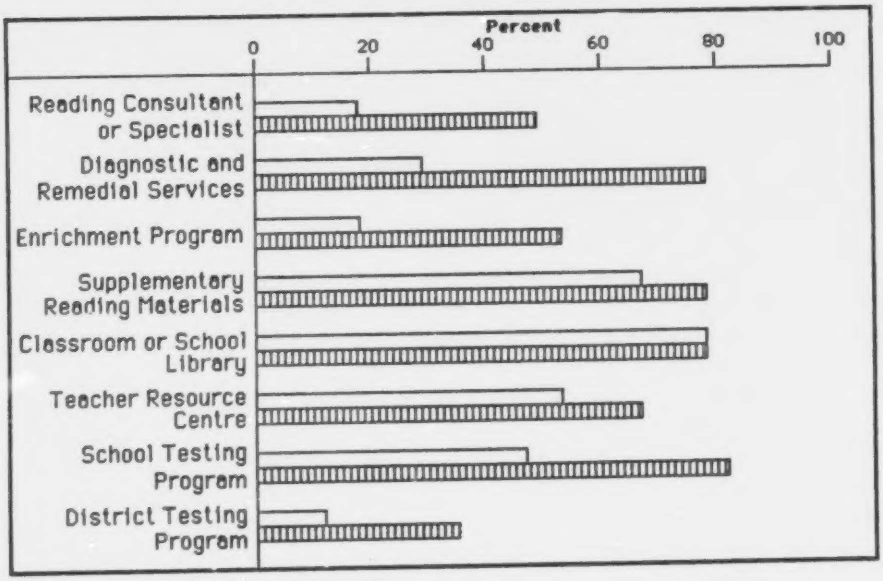
Over one-third of the early (37%) and over one-fourth of the late immersion principals (28%) also expressed dissatisfaction with the supplementary reading materials available to the French immersion program in their school. In contrast, only a very small percentage in the former group (3%) and none in the latter group expressed dissatisfaction with the supplementary reading materials available to the English program in their school.

Figure 7
Percentage of Principals "Very Satisfied" or "Satisfied" With Support Services for Reading in the French Immersion and Regular English Programs

Early Immersion Principals



Late Immersion Principals



■ Early Immersion ☐ Late Immersion ▥ Regular English Program

Classroom or School Library

As was the case with the supplementary reading materials, teacher satisfaction with the classroom or school library was not particularly high, especially in the grade 7 early immersion program. Only approximately two-fifths of the grade 7 early immersion teachers (41%), compared to 50% in the two other groups, indicated that they were "very satisfied" or "satisfied" with the classroom or school library. Over one-third of the teachers in grade 7 (early, 45%; late, 36%) and nearly one-third of those in grade 4 (31%) said that they were "dissatisfied" or "very dissatisfied" with the classroom or school library.

The early and late immersion principals appeared to be somewhat more satisfied with the classroom or school library than the teachers, with over two-thirds in each group (early, 68%; late, 78%) saying that they were "very satisfied" or "satisfied" with this resource. However, it should be noted that approximately one-fourth of the early immersion principals (24%) said that they were "dissatisfied" or "very dissatisfied" with the classroom or school library available to their immersion program.

Teacher Resource Centre

Satisfaction with the teacher resource centre was uniformly low amongst all groups of respondents with the exception of the late immersion principals. In the early immersion program, only approximately one-third of the grades 4 and 7 teachers (33% and 36%) and of their principals (37%) said that they were "very satisfied" or "satisfied" with the teacher resource centre, and over one-fourth in these groups (43%, 27%, and 32%) said that they were "dissatisfied" or "very dissatisfied" with this resource. In the late immersion program, only approximately two-fifths of the teachers (41%) expressed satisfaction with the teacher resource centre, and approximately one-third (32%) expressed dissatisfaction. The corresponding percentages for the late immersion principals were 53% "satisfied" and 12% "dissatisfied."

School and District Testing Programs

Teacher satisfaction with the school and district testing programs was quite low. Only approximately one-fourth of the grades 4 and 7 early immersion teachers (25% and 24%) and one-third of the grade 7 late immersion teachers (32%) were satisfied with the school testing program. Only a small minority in these groups (21% and less) were satisfied with the district testing program. Dissatisfaction with the school and district testing programs was particularly high among the early immersion teachers (29% and over "dissatisfied" or "very dissatisfied"). As with the other resources and support services, dissatisfaction among the early immersion principals was higher for the school and district testing programs for the French immersion program than it was for the regular English program (see Figure 7).

Information on and Satisfaction with Reading Series and Materials

Training for Using Prescribed Reading Materials

The great majority of grade 4 early and grade 7 early and late immersion teachers (79% and over) indicated that they had not received any formal guidance or orientation workshop for using La Lecture sous toutes ses formes. Over one-half of the grades 4 and 7 early immersion teachers (52% and 64%) indicated that they had received this training, however, for using Piloé. Approximately two-thirds of the teachers in all groups (63% and over) indicated that they had not received any formal guidance or orientation workshop for using the Ministry-prescribed novels.

When asked what kind of guidance or orientation they would like to receive for using the Ministry-prescribed materials, all groups of teachers most frequently requested: a) workshops; b) information on the program(s) and the approaches and techniques to use; and c) support materials for teachers and students.

Importance of Reading Series or Materials in Reading Instruction

As Figure 8 shows, over two-thirds of the grades 4 and 7 early immersion teachers (69% and 72%) indicated that La Lecture sous toutes ses formes was "very" or "moderately" important in their French reading instruction. Over two-thirds of the grade 7 (71%) but only one-half of the grade 4 early immersion teachers (50%) gave this response for Piloé. It is interesting to note that two-fifths of the grade 7 late immersion teachers (40%) indicated that La Lecture sous toutes ses formes was "very" or "moderately" important in their French reading instruction, even though this series was not prescribed for the late immersion program. A small percentage of the late immersion teachers (14%) gave this response for Piloé, which also was not a prescribed series for late immersion.

The great majority of grades 4 and 7 early immersion teachers (86% and 81%) and all the grade 7 late immersion teachers (100%) responded that the Ministry-prescribed novels were "very" or "moderately" important in their French reading instruction.

Teacher Satisfaction with Prescribed Reading Series

The majority of grade 4 early immersion teachers (55% and over) responded that they were "very satisfied" or "satisfied" with all aspects of La Lecture sous toutes ses formes (see Figure 9). The majority of grade 7 early immersion teachers (65% and over) indicated that they were "very satisfied" or "satisfied" with all aspects of this series except the interest level. Approximately one-fourth of the early immersion teachers in each grade (24% and 29%) reported being "dissatisfied" or "very dissatisfied" with the interest level of La Lecture sous toutes ses formes.

Figure 8
Percentage of Immersion Teachers Rating Prescribed Reading Series and Novels as "Very" or "Moderately" Important in their Reading Instruction (#7)

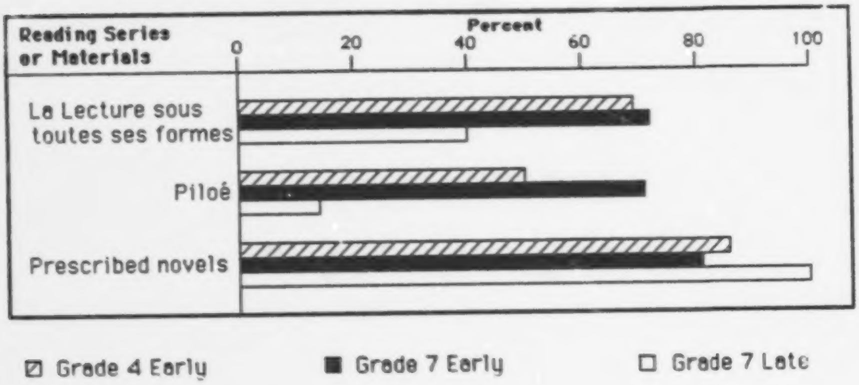
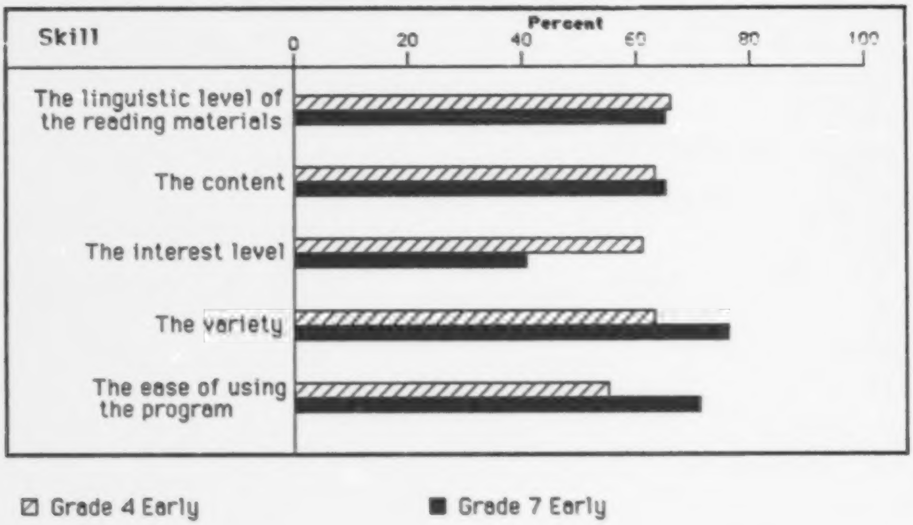


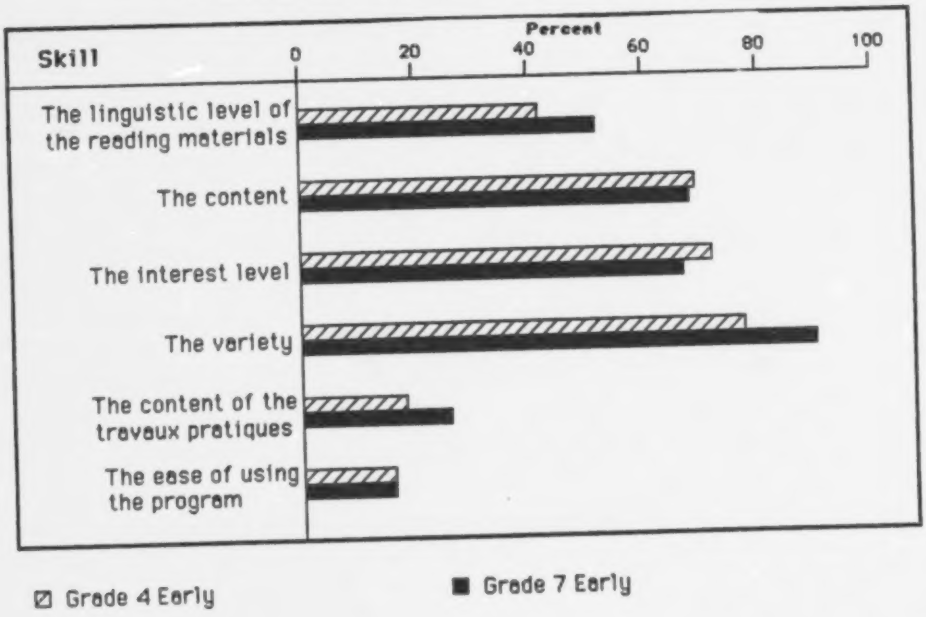
Figure 9
Percentage of Early Immersion Teachers "Satisfied" or "Very Satisfied" with La Lecture sous toutes ses formes (#8)



The results for the ratings on the Piloé series (see Figure 10) indicated that the majority of the grade 4 early immersion teachers (69% and over) were "very satisfied" or "satisfied" with the content, the interest level, and the variety of Piloé. However, only approximately two-fifths (42%) were "very satisfied" or "satisfied" with the linguistic level of the reading materials; and over two-fifths (46%) said that they were "dissatisfied" or "very dissatisfied" with this aspect of the series. In addition, nearly one-half (49%) said that they were "dissatisfied" or "very dissatisfied" with the content of the "travaux pratiques," and over three-fifths (61%) felt this way about the ease of using the series.

The majority of the grade 7 early immersion teachers (52% and over) were "satisfied" or "very satisfied" with the linguistic level, content, interest level, and variety of the reading materials in Piloé. However, only a minority (26% and 16%) felt this way about the content of the "travaux pratiques" and the ease of using the series, and over one-half (58% and 74%) said that they were "dissatisfied" or "very dissatisfied" with these aspects of the series.

Figure 10
Percentage of Early Immersion Teachers
"Satisfied" or "Very Satisfied" with Piloé (#9)



Teacher Satisfaction with Prescribed Novels

The results for the question asking teachers to rate their satisfaction with the novels prescribed by the Ministry indicated that the majority in all groups (51% and over) were "very satisfied" or "satisfied" with the prescribed novels for their grade. Approximately one-fourth of the grade 4 early immersion teachers (24%) said that they were "dissatisfied" or "very dissatisfied" with Les Mots...de Picotine, and a similar percentage of grade 7 early immersion teachers (25%) felt this way about Surréal 3000. Over one-fifth of the grade 7 late immersion teachers (22%) expressed dissatisfaction with Le Visiteur du soir.

Teacher Satisfaction with Other Materials

Over one-half of the grade 4 early (56%) and the grade 7 late immersion teachers (55%) reported that they were "very satisfied" or "satisfied" with the other (i.e., non-prescribed) materials available for teaching reading to French immersion students. However, only approximately two-fifths of the grade 7 early immersion teachers (41%) felt this way about these materials. One-half of the grade 7 early immersion teachers (50%) said that they were "dissatisfied" or "very dissatisfied" with the materials available to them, and approximately one-third of the grade 4 early and grade 7 late immersion teachers (31% and 30%) felt this way about their materials. An analysis of the teachers' comments revealed that much of the dissatisfaction was due to the fact that there were not enough materials available, that there was too little choice, and that there were few materials suited to both the interest and linguistic level of their students.

Information on the Reading Program and Classroom Processes

Goals and Objectives

Less than one-half of the principals (44%) in either the early or the late immersion program reported that their school or district had developed a set of goals and objectives for their French immersion reading program.

Articulation

Over one-half of the grade 4 early and grade 7 late immersion teachers (58% and 55%) and over three-fourths of the grade 7 early immersion teachers (77%) said that they had classes which were taught English reading by another teacher. Among those who described ways in which they collaborated with this teacher, over one-fourth of the grade 4 early (28%) and almost half of the grade 7 early and late immersion teachers (44% and 45%, respectively) said that there was very little or no collaboration. A few teachers described a fairly comprehensive program of collaboration. The remaining teachers said that they discussed their programs together, used common thematic approaches, or collaborated informally.

The responses of the principals corroborate these data. Approximately two-thirds of the early and late immersion principals (68% and 65%) indicated that there was some articulation between the French and English reading instruction given to the immersion students in their school, with the greatest number mentioning that the French and English language arts teachers collaborated in such ways as discussing and planning objectives and activities, exchanging ideas, and discussing student progress.

Integration of French Reading with Other Skill and Subject Areas

All or nearly all the grade 4 early and the grade 7 early and late immersion teachers (95% and over) responded that they had taken measures to integrate French reading with French writing, mentioning most frequently that they had students complete writing tasks of various kinds based on the reading they had done. All or nearly all these groups of teachers (96% and over) also responded that they had taken measures to integrate French reading with French speaking and listening comprehension, mentioning most frequently discussions and debates, theatrical activities, and oral presentations based on the reading materials. The great majority of teachers in all groups (80% and over) indicated that they had taken measures to integrate instruction in French reading with instruction in other subjects taught in French, mentioning a variety of subjects in which this integration was achieved (i.e., social studies, science, mathematics, art).

Instructional Approaches

The majority of the grade 4 early immersion teachers (57% and over) said that they devoted from 1% - 25% of the instructional time to each of the following activities: oral reading by the teacher and student, workbooks and skills sheets, and reporting of books. Nearly one-half of the grade 4 teachers (48%) indicated that they devoted from 1% - 25% of the time to independent reading. Nearly one-half (48%) devoted from 26% - 74% of the time to group discussion.

The majority of grade 7 early immersion teachers (52% and over) said that they devoted from 26% - 74% of the instructional time to each of the following activities: group discussion, workbooks and skills sheets, and independent reading. The majority (50% and over) devoted from 1% - 25% of the time to oral reading by the teacher and student and to the reporting of books.

The majority of grade 7 late immersion teachers (55% and over) indicated that they devoted from 26% - 74% of the time to oral reading by the student, workbooks and skills sheets, and independent reading. The majority (50% and over) devoted from 1% - 25% of the time to the following activities: oral reading by the teacher, group discussion, and reporting of books.

Evaluation Criteria

The majority of all groups of teachers (59% and over) said that teacher observations of student performance and student assignments were "very important" criteria in determining their final evaluation of a student's progress in reading. Slightly over one-half of the grade 4 (51%) and close to one-half of the grade 7 early immersion teachers (46%) also said that student interest in reading was a "very important" criterion. Only over one-third of the grade 7 late immersion teachers (36%) rated this as a "very important" criterion.

The responses of the principals to a similar question corroborate the teachers' responses with respect to the importance of teacher observations of student performance in their evaluation of reading achievement, but they are somewhat inconsistent with the responses of the teachers with respect to the importance of teacher-made tests. The majority of early immersion principals (60%) and the great majority of late immersion principals (89%) indicated that teacher-made tests were a "very important" criterion for evaluating reading achievement in the French immersion program in their school. In contrast, only a minority of the grades 4 and 7 early and the grade 7 late immersion teachers (28%, 41%, and 36%, respectively) gave this rating to teacher-made tests.

Suggestions for Changes or Improvement

Principals

Nearly two-thirds of the early and late immersion principals (65%) provided suggestions for changes or improvement for reading instruction in French immersion. Their suggestions were most frequently related to the need for improvement in the following areas: a) support services (24%); b) reading materials and resources (21%); c) Ministry support (17%); and d) evaluation (14%).

Their requests for support services were mainly for specialized personnel, such as reading consultants and teacher aides, but particularly remedial and enrichment specialists. Their suggestions regarding materials and resources included requests for materials developed specifically for immersion students, better quality and higher interest novels, graded materials, and a greater number of supplementary materials and resources. As to the types of Ministry support they felt was needed, principals suggested comprehensive Ministry guides, the development of scope and sequence charts for reading, more extensive curriculum development, and the identification of a well-articulated reading program that would be implemented province-wide. Their comments on evaluation included mainly requests for standardized norm-referenced tests, but there were also requests for criterion-referenced and diagnostic tests and a provincial standardized testing program.

Teachers

The **grade 4 early immersion** teachers most frequently provided suggestions related to: a) the need for support services and materials for teachers (41%); b) the prescribed reading materials and the Ministry direction that should be provided (26%); and c) the type of student materials needed (21%). They called for workshops on teaching reading, as well as for support personnel such as reading specialists and teacher aides; and they also requested support material for the Pilóé series, for teaching novels, vocabulary, and listening comprehension, and for evaluation. Teachers felt that there should be more Ministry direction and/or a better and more structured prescribed reading series, especially than that provided by Pilóé. They mentioned the need for a greater variety of materials suited to their students' linguistic level, interests and age, a greater number and variety of novels and short stories, and reading materials related to social studies, science and French-Canadian culture.

The **grade 7 early immersion** teachers most frequently provided suggestions on the kinds of a) student materials (43%); and b) teacher support services and materials that were needed (35%). They echoed their colleagues in grade 4 in calling for materials better suited to the linguistic level, interests and age of their students; they also requested authentic documents, a more extensive collection of novels, and materials related to social studies and science and to the British Columbia context. Workshops for teaching reading and support materials for teachers, including standardized reading lists, resource books, teacher guides, and workbooks were also called for.

The **grade 7 late immersion** teachers most frequently mentioned the need for: a) teacher support services and materials (50%), including workshops, information on evaluation, teacher aides for teaching sub-groups in reading, and resource units for novels; and b) more student materials (29%), in particular, materials for enrichment and those that were better suited to the linguistic level, interests and age of their students.

CHAPTER SIX
RESULTS OF THE FRENCH LISTENING AND SPEAKING TESTS

This chapter presents the results of the performance of the grade 7 early and late immersion students on the French Listening Comprehension and Speaking Tests. All children enrolled in the grade 7 early and late immersion programs in the province were tested for French listening comprehension, and a random sample of approximately one-fifth of these students were tested for speaking. According to estimated fall 1986 enrollments, the participation rates for the listening comprehension measure were 93% for early and 89% for late immersion (665 and 548 students, respectively). The final sample for speaking was 150 early and 120 late immersion students. In order to make comparisons with native speakers of French, 18 Francophone students from one school in Winnipeg, Manitoba, were administered the French Speaking Test near the beginning of their grade 8 year.

French Listening Comprehension

The data in Table 17 indicate that the mean performance of the early immersion students in French listening comprehension was 70%; this performance was rated as Satisfactory to Very Satisfactory by the Interpretation Panel. The mean performance of the late immersion students in French listening comprehension was 55%. This was rated as Very Satisfactory by the Panel.

Comparisons with the performance of early and late immersion students from three school districts in British Columbia who had been tested in spring 1983 (Shapson & Day, 1984) revealed that the current early and late immersion students performed at levels in French listening comprehension similar to their counterparts from the districts previously tested.

Table 17
Performance of Grade 7 Early and Late Immersion
Students in French Listening Comprehension

	Early Immersion		Late Immersion	
	n	Mean Performance	n	Mean Performance
1987 Provincial Assessment	665	70%	548	55%
1983 Comparative Data[a]	129	69	101	56

[a] Based on the performance of grade 7 early and late immersion students from three school districts in British Columbia tested in spring 1983 (Shapson & Day, 1984).

French Speaking

Rating Scales

Table 18 presents the provincial results on the rating scales of the French Speaking Test and compares these with the results for the native French-speaking students who were tested as part of this study. The results for the more communicative measures (i.e., Quality of Discussion, Quality of Information, and Quality of Description) are first discussed, followed by those for the Fluency and Pronunciation/Intonation measures.

Table 18
Results of Ratings on the French Speaking Test

Scale	Early Immersion			Late Immersion			Francophone			F-ratio[b]
	n[a]	Mean Rating (max=4)	S.D.	n[a]	Mean Rating (max=4)	S.D.	n[a]	Mean Rating (max=4)	S.D.	
Quality of Discussion	50	2.6	.68	39	2.4	.59	6	2.8	.75	-
Quality of Information	147	2.5	.63	117	2.4	.63	18	2.5	.51	$1.0^{\text{n.s.}}$
Quality of Description	146	2.4	.69	114	2.2	.82	17	2.5	.62	$3.2^{\text{n.s.}}$
Fluency	150	2.8	.40	113	2.6	.52	18	3.9	.24	77.5***
Pronunciation/Intonation	144	2.8	.40	120	2.1	.53	18	4.0	.00	182.7***

S.D. = Standard Deviation
n.s. = Not significant.
*** = Significant at the .001 level.

[a] The numbers for the Quality of Discussion scale represent the number of groups rated. The numbers for all other scales represent the number of students rated.

[b] Based on one-way analysis of variance comparing Francophone vs. early vs. late immersion. This analysis was not conducted on the Quality of Discussion scale because there were too few testing groups (i.e., 6 groups) in the Francophone sample for reliable comparisons to be made. Post-hoc comparisons of the significant results for Fluency and Pronunciation/Intonation further revealed that the Francophone students scored higher than both immersion groups and early immersion scored higher than late immersion on the two scales.

Quality of discussion (Town planning). The town planning task was rated for the quality of the discussion, taking into account the complexity and fullness of the discussion and the development and expression of ideas, the interaction among the children, and their overall control of language. There are four points on the scale, with the highest point (4) given to a discussion which is very good and the lowest point (1) to a discussion which is inadequate. The evaluations on this scale were conducted on the testing group (n=3 children), while the ratings for all other scales were conducted on the individual children.

The grade 7 **early immersion** students received a mean rating of 2.6 (max=4) on the Quality of Discussion scale (see Table 18). The distribution of scores revealed that three-fifths of the groups (60%) received a rating of 3, indicating that their discussions were good. Their ideas were generally clear and well developed, and their control of language and interaction in the discussion were good. Approximately one-third of the groups (30%) received a rating of 2, indicating that their discussions were adequate.

The **late immersion** students received a mean rating of 2.4 (max=4) on the Quality of Discussion scale. Over two-fifths of the students (44%) received a rating of 3, indicating a good discussion. Approximately one-half (51%) received a rating of 2, which is given to adequate discussions with some attempt at development and expression of ideas, little interaction, and a somewhat limited control of language.

The **Francophone** students received a mean rating of 2.8 (max=4) on the Quality of Discussion scale. One-half of the Francophone groups (50%) received a rating of 3, and one-third (33%) a rating of 2.

Quality of information (Interview). In the first part of the interview, the students were rated for the quality of information in their responses to the interview questions asking them who they would be and what they would do if they lived in the town and why. There are four points on the scale, with the highest point (4) given to a child who answers the questions very well and the lowest (1) to a child who does not answer the questions adequately.

The grade 7 **early immersion** students received a mean rating of 2.5 (max=4) on the Quality of Information scale in the interview. Nearly half of the students (46%) received a rating of 3, indicating that they gave generally clear and complete responses and answered the interview questions well. A similar percentage (46%) received a rating of 2 on this scale. They responded adequately to the interview questions, but did not explain or elaborate on their responses enough to qualify for a higher rating.

The grade 7 **late immersion** students received a mean rating of 2.4 (max=4) on the Quality of Information scale. Approximately one-third of these students (34%) were assigned a rating of 3, indicating that they gave generally clear and complete responses and answered the questions well. Three-fifths (60%) were assigned a rating of 2, indicating that they answered the interview questions adequately but did not explain or elaborate on their responses enough to qualify for a higher rating.

The **Francophone** students received a mean rating of 2.5 (max=4) on the Quality of Information scale. No significant differences were found between their performance and those of the early and late immersion students on this measure. One-half of the Francophone students (50%) received a rating of 3 and the remaining students (50%) received a rating of 2 on the Quality of Information scale. This was a similar distribution to that for the early immersion students.

Quality of description (Interview). In the second part of the interview, the students were rated for the quality of their description of the job or occupation they had chosen in Part One. There are four points on the scale, with the highest rating (4) given to a description which is clear and easily understood and in which the level of language is very good and the lowest rating (1) given to a description which is poor and not understandable and in which the level of language is quite limited. The grade 7 **early immersion** students received a mean rating of 2.4 (max=4) on the Quality of Description scale. Over two-fifths of the students (44%) received a rating of 3, indicating that their descriptions were clear and easy to understand and their level of language and vocabulary, good. A similar percentage (44%) received a rating of 2, indicating that their descriptions were vague and difficult to understand and their level of language and vocabulary, rather limited.

The grade 7 **late immersion** students received a mean rating of 2.2 on the Quality of Description scale. Approximately one-third of these students (32%) received a 3 rating, which is given to descriptions which are clear and easy to understand with a good level of language and vocabulary. Over two-fifths (44%) received a 2 rating, indicating vague descriptions with a rather limited level of language and vocabulary. Nearly one-fifth (19%) received a 1 rating, indicating that their descriptions were poor and could not be understood.

The **Francophone** students received a mean rating of 2.5 (max=4) on the Quality of Description scale. No significant differences were found between their performance and those of the early and late immersion students on this measure. Approximately two-fifths of these students (41%) received a rating of 3, and approximately one-half (53%) received a rating of 2. The distribution for the Francophone students was comparable to that for the early immersion students, except that no Francophone student received the lowest rating (1), whereas a small minority of the early immersion students (8%) did so.

Fluency (Town planning). All students tested for speaking were rated for their Fluency in the town planning task. The Fluency scale measures the ease and flow of the students' speech in comparison with native speakers. There are four points on the scale, with the highest point (4) being reserved for native speakers or for children close to native speakers in their fluency and the lowest (1) for children who speak French haltingly and with much effort. As Table 18 indicates, the grade 7 **early immersion** students received a mean rating of 2.8 (max=4) in Fluency. The great majority of students (81%) received a rating of 3, indicating that their speech was relatively smooth and effortless, though slower than that of native speakers. With the exception of one child who was rated close to a native speaker in fluency, the remaining children (18%) received a rating of 2, indicating an uneven flow of speech requiring some effort.

The grade 7 **late immersion** students received a mean rating of 2.6 (max=4) in Fluency. Over one-half of these students (57%) received a rating of 3, indicating that they spoke French relatively smoothly and effortlessly, but over two-fifths (42%) received a rating of 2, indicating that the flow of their speech was uneven, occasionally halting, and requiring some effort.

The **Francophone** students received a mean rating of 3.9 (max=4) in Fluency and performed at a significantly higher level than both the early and late immersion students. Nearly all the Francophone students (94%) received a rating of 4, indicating native-speaker fluency.

Pronunciation/Intonation (Story). The Pronunciation/Intonation scale measures how well students pronounce French in comparison with native speakers. There are four points on the scale, with the highest point (4) reserved for students who are close to native speakers in their pronunciation and intonation and the lowest (1) to those with poor pronunciation and intonation. The **early immersion** students received a mean rating of 2.8 (max=4) on this scale. The great majority of students (83%) received a rating of 3, indicating that their pronunciation and intonation were good or rather good and that their accent was light or rather light. A minority (16%) received a rating of 2, indicating that their pronunciation and intonation were only adequate and that their accent was marked or rather marked.

The **late immersion** students received a mean rating of 2.1 (max=4) in Pronunciation/Intonation. Approximately one-fifth of the students (19%) received a rating of 3. They were judged to have a good or rather good pronunciation and intonation and to speak French with a light or rather light accent. Close to three-fourths (72%) received a rating of 2. They were judged to have adequate pronunciation and intonation and to speak with a marked or rather marked accent. A small minority (9%) received a rating of 1. They were judged to have poor pronunciation and intonation and to speak with a very marked accent.

The **Francophone** students received a mean rating of 4.0 (max=4) on the Pronunciation/Intonation scale and performed at a significantly higher level than both the early and late immersion students on this measure. All the Francophone students (100%) received a rating of 4, indicating native-like pronunciation and intonation.

Error Analyses

Quantitative analyses of the children's grammar in the town planning, story, and interview tasks were conducted in order to provide more detailed information on the strengths and weaknesses of the immersion children in oral grammar than could have been provided by the global ratings. The error analysis for the story focussed on the auxiliary être where required in the passé composé, while that for the interview focussed on the conditional and the idiomatic verb, avoir...ans. These analyses included all the early and late immersion children (150 and 120, respectively) and all the Francophone children (18) tested for speaking. The error-analyses for the town planning task focussed on major grammatical classes (e.g., articles, verbs, adjectives). These analyses included a random sub-sample of approximately one-third of the early and late immersion students tested for speaking (34%, 51/150 and 33%, 39/120, respectively).

A classification schema was established based on the major grammatical classes and sub-classes illustrated in Figure 11. Major error types in each sub-class were then determined, and the frequency of error tabulated. The results for the grade 7 early immersion children were visually compared, where possible, with the results of a study of grade 3 immersion children in British Columbia (Day & Shapson, 1987). The results are not directly comparable because of the differences in the instruments used, but the comparisons are suggestive of the changes that may occur in oral grammar from grades 3 to 7.

Figure 11
Error Classification Schema

Class and Sub-class	Type of Error	Example of Error
Nouns Irregular Plurals	Incorrect form	les hôpitals; les animals
Pronouns Reflexive	Omission	Il a besoin de coucher.
Articles Definite (le/la)	Elision Contraction Gender	le hôpital près de le parc; à le zoo la parc; le ville
Indefinite (un/une)	Gender	une parc; un ville
Adjectives	Agreement	tous les choses
Verbs Present	3rd person plural	Les personnes va.
Passé Composé	Failure to use être with reflexive and other verbs requiring être	Il a sorti; ils ont revenus.
Conditional	Not used in required contexts	Je suis 29 et je travaille à l'école et je vivrais dans un bel appartement.
Subjunctive	Not used in required contexts	Je veux qu'il vit en paix.
Idiomative verb (avoir. . . ans)	Use of être instead of avoir	Je suis vingt ans.

The results for the Francophone students on the three areas formally analyzed indicated a somewhat high error rate for the idiomatic verb, avoir...ans (35%) but a low error rate for the use of être with required verbs in the passé composé (13%) and the use of the conditional in the interview (15%). In all other areas, visual examination of the data suggested that the frequency of grammatical errors was quite low in the speech of the Francophone children.

The results for the early and late immersion students indicated that they made frequent errors (50%) in the following areas of grammar:

a) reflexive pronouns;
b) present plural verbs;
c) subjunctive; and
d) idiomatic verb, avoir...ans.

The early immersion students also made frequent errors (50% and over) in feminine adjective agreement. The error rate for the late immersion students was just under 50% in this area. The late immersion students also had a high error rate (77%) for the use of the conditional in the interview.

Both the early and the late immersion students made many errors in the following aspects of grammar (range 21% - 49%):

a) feminine definite and indefinite articles;
b) masculine adjective agreement; and
c) use of être where required in the passé composé.

In addition, the early immersion students often failed to use the conditional where required in the interview (41%).

The early immersion students only sometimes (range 11% - 20%) made errors in the following areas:

a) irregular plural of nouns;
b) elision;
c) contraction; and
d) masculine indefinite articles.

They very seldom (10% or less) made errors with masculine definite articles.

Like their early immersion counterparts, the late immersion students also only sometimes (range 11% - 20%) made errors in elision, contraction, and masculine indefinite articles. However, they made considerably more errors in the use of the conditional in the interview (77% vs. 41%); and they made slightly more errors with the irregular plural of nouns (22% vs. 15%) and masculine definite articles (16% vs. 6%).

Examinations of the error rates for the grade 7 early immersion children and those for the grade 3 early immersion children previously tested (Day & Shapson, 1984) revealed that the error rates were similar for reflexive pronouns (56% vs. 60%). They were lower in grade 7 than in grade 3 in the following areas of oral grammar: a) contractions (18% vs. 37%) and b) the use of the auxiliary être where required in the passé composé (44% vs. 80%).

These results suggest that some progress has been made from grade 3 to grade 7 in some aspects of the children's acquisition of French grammar .

In addition to the lower error rates in the above areas, the error rate for the masculine indefinite article was lower in grade 7 than it was in grade 3 (11% vs. 30%). Although this lower error rate may appear encouraging, one might also view this as a negative finding in that it suggests that the students may be overgeneralizing the masculine to a greater extent in grade 7 than in grade 3.

The error rates for grade 7 early immersion were higher than those for grade 3 for both masculine (41% vs. 7%) and feminine (57% vs. 30%) adjective agreement. Although these higher error rates may be disappointing, it was suggested that this might be viewed as a positive finding in that it points to less overgeneralization and more experimentation with adjective agreement in grade 7 than in grade 3.

CHAPTER SEVEN
RESULTS OF COMPARISONS BETWEEN GRADE 7 EARLY AND LATE IMMERSION STUDENTS

The results of the statistical comparisons between the performance of the grade 7 early and late immersion students on the Student Questionnaire and the French language measures are summarized in this section.

Student Questionnaire

Background information

The results of the comparisons on the questions designed to gain information on the students' language background, their preferred leisure activities, the amount of library books they read, and their reading preferences were as follows:

a) There were statistically significant differences in the gender composition of the two programs, with a higher percentage of boys enrolled in the early than in the late immersion program (44% vs. 37%). Similar findings have been reported for immersion programs elsewhere in Canada (Lapkin & Swain, 1984). For the present study, the results of analyses comparing the performance of boys and girls on the various measures indicated that there were no program-related differences on the achievement and attitudinal measures. There was only one difference on the background questions: boys in the early immersion program preferred English comic books to a greater extent than did girls.

b) Significant differences were found in the students' responses to the question asking them what language they first learned to speak at home (#l). Although the figures are very low, there was a somewhat higher percentage of early than of late immersion students reporting French as the first learned language (5% vs.1%). No significant differences were found, however, in the percentages reporting French as the language currently spoken most often at home (#2).

c) No significant differences were found in the students' responses to the questions about their preferred leisure activities, with both early and late immersion students indicating that they would **most** likely play a game or sport and **least** likely go to a movie, if they had some free time (#3 and #4).

d) The early and late immersion students did not differ significantly on the number of English library books but they did differ on the number of **French** library books they reported reading each month (#5), with the late immersion students tending to read more than the early immersion students.

e) Significant differences were found in the students' responses to the question on their preferences for various kinds of French reading materials (#6). The late immersion students gave significantly lower ratings, hence indicating that they liked the following categories of French materials more than their early immersion counterparts: French magazines or newspapers; French comic or cartoon books; and French short stories or novels (fiction).

Student Opinions Questionnaire

The results of the statistical comparisons on the Student Opinions scales and on the students' self-ratings of knowledge of French (see Table 19) revealed the following:

a) There were no significant differences between the early and late immersion students in their attitudes toward bilingualism.

b) The late immersion students were significantly more positive than the early immersion students in their motivation toward learning French. Although the difference between the two groups was small, the higher level of motivation displayed by the late immersion students appeared also to be reflected in the findings on some of the background questions on reading, which indicated that the late immersion students had a tendency to read more French library books and to prefer most kinds of French reading materials to a somewhat greater extent than their early immersion counterparts.

c) The early immersion students were significantly more positive than their late immersion counterparts in their perceived understanding of French-Canadian culture; they had somewhat less anxiety in using French; and they rated their ability in all four language skills in French (i.e., speaking, understanding, reading, and writing) more highly than did the late immersion students. Although the difference on all of these measures was small, the findings are consistent with the findings of previous research (Lapkin & Swain, 1984; Shapson & Day, 1987), in which early immersion students have tended to show more self-confidence in using French and to give higher ratings to their linguistic skills in French than late immersion students.

French Reading Comprehension

The results of the comparisons between the performance of the early and late immersion students on the French language measures are summarized in Table 19. The early immersion students performed at significantly higher levels than their late immersion counterparts in all five domains and on the total test score of the French Reading Comprehension Test. The early immersion mean score of 73% on the total test was eight percentage points higher than the late immersion score of 65%, and the difference in domain scores ranged from seven to ten percentage points. An examination of the frequency distributions of scores for the two groups revealed that the distributions of scores for early and late immersion were similar except that a greater percentage of the early immersion group scored at the higher levels.

An examination of the item-level results for the two groups of students indicated that there were large differences in performance (i.e., ten percentage points or higher) in favor of the early immersion students on one Vocabulary item (item 5), requiring students to infer the meaning of the expression "cela vire en gaffe," and on two Literal Comprehension items, requiring them to understand a relationship (item 13) and pertinent information (item 24) from the Informative texts, Le Cannibalisme and Le Plus Gros Avion. There were also large differences in performance in favor of the early immersion students on one Inferential and one Critical Comprehension item (items 2 and 3) related to the Expressive text, Chère Lise, and on two of the bar graph items in the Graphic Materials domain (items 19 and 21).

French Listening Comprehension

As was the case with French reading comprehension, the results of the comparisons in French listening revealed a significantly higher level of performance for the early than for the late immersion students. The early immersion mean score of 70% on the French Listening Comprehension Test was fifteen percentage points higher than the late immersion mean score of 55%.

French Speaking

The results of the statistical comparisons between the performance of the early and late immersion students in French speaking, which are summarized in Table 19, revealed no significant differences on the Quality of Discussion, Quality of Information, and Quality of Description scales but significant differences in favor of the early immersion students on the Fluency and Pronunciation/Intonation scales. A higher percentage of early immersion students than of late (81% vs. 57%) received a rating of 3 in Fluency, indicating relatively smooth and effortless speech. A far higher percentage of early immersion students than of late also received a rating of 3 in Pronunciation/Intonation (83% vs. 19%), indicating that they had good pronunciation and intonation, and spoke French with a light or rather light accent.

Table 19
Summary of Statistical Comparisons between Early and Late Immersion Students

	Statistical Differences ($p<.05$)[a] Early vs. Late
Student Opinions	
Attitudes toward bilingualism	No
Motivation for learning French	Yes[b]
Anxiety in using French	Yes
Perceived understanding of French-Canadian Culture	Yes
Self-Ratings of Knowledge of French	
Speak	Yes
Understand	Yes
Read	Yes
Write	Yes
French Reading Comprehension	
Vocabulary	Yes
Literal Comprehension	Yes
Inferential Comprehension	Yes
Critical Comprehension	Yes
Graphic Materials	Yes
TOTAL	Yes
French Listening Comprehension	Yes
French Speaking	
Quality of Discussion	No
Quality of Information	No
Quality of Description	No
Fluency	Yes
Pronunciation	Yes

[a] Yes = statistically significant difference ($p<.05$); and No = no statistically significant difference.

[b] This difference favored the late immersion students. All other differences favored the early immersion students.

CHAPTER EIGHT
ACHIEVEMENT OF IMMERSION STUDENTS IN ENGLISH READING, MATHEMATICS, AND SCIENCE

The 1987 assessment of French immersion programs included an investigation of the following question:

> To what extent are students achieving the objectives specified in provincial curriculum guides dealing with English Reading, Mathematics, and Science?

The methodology developed to answer this question using data from previous provincial assessments (Reading, 1984; Mathematics, 1985; Science, 1986) are presented in Chapter 8 of the General Report.

The data were organized into the following populations of interest: the provincial population, the population of districts with immersion programs, immersion students, and comparison group students.

A limitation of comparative studies of achievement in French immersion is that it is difficult to control for the background of students. French immersion is a voluntary program; parents seek to enroll their children, or in the case of late immersion, students may self-select. Many parents see French immersion as enrichment and French immersion children generally come from families that place high value on education. In an attempt to control for academic ability and socio-economic background, Superintendents were asked to identify a comparison school in the regular English program for each of their immersion schools.

Results

The results are presented by subject areas within grade level. Achievement on the objectives in each of the three subject areas is shown by a histogram for each population of interest.

Grade 4

In grade 4, students were in four populations of interest: the provincial population, the population of districts with immersion programs, the comparison students, and early immersion students. Achievement results for Reading, Mathematics, and Science are shown in Figures 12 to 14. With very few exceptions, the performance pattern is clear and convincing. Differences in achievement are small but consistent. Statistical tests of differences have not been computed because the analysis deals with populations rather than samples. The regularity of the achievement patterns indicates that the differences are real. The reader will have to judge whether they are educationally significant.

In general, students from districts that had French immersion programs performed better than the provincial population. This might be expected because districts with immersion programs tend to be the larger urban districts; for example, 8 of the 17 immersion districts in the Mathematics Assessment were in the lower mainland area. The achievement of the French immersion students can better be appreciated by comparing their performance to that of students in the comparison sample rather than to the general population.

Students from the comparison schools identified by Superintendents performed better than the average for all districts with immersion programs. This was true for every objective in each subject area. Such consistency provides strong evidence for the validity of the comparison sample, at least in the sense that Superintendents chose better-than-average classes to match the French immersion classes.

Finally, students in French immersion programs outperformed the students in the comparison sample on virtually all objectives in each subject area. The only exception was Objective 3.1 (Main Ideas) in Reading, and even here the immersion students performed at a level similar to students in the French immersion districts.

Grade 7

In grade 7, students were in five populations of interest: the provincial population, the population of districts with immersion programs, comparison students, early immersion students, and late immersion students. Student achievement for each group is shown in Figures 15-17. The results are similar to those obtained for grade 4; differences in performance are small but consistent.

In general, students from districts with French immersion programs performed better than the provincial population. This was the case for all objectives in Mathematics and all but one in Reading. In Science, however, the performance of students from French immersion districts was virtually the same as for the province.

The comparison students performed better than the students in the districts with French immersion programs on all objectives in each subject area. Once again, this indicates the validity of the comparison sample, this time at grade 7. The early immersion students outperformed the comparison group on all objectives in the three assessments, while the late immersion students were superior to the comparison group on all but three objectives: two in Mathematics and one in Science.

On about 80 percent of the objectives in Reading and Science, early immersion students performed better than late immersion students. Generally, differences in achievement were not large. In Mathematics, however, there was more variability, and late immersion students were better on 4 of 14 objectives. In many cases, differences favored the early immersion group by as much as seven or eight percentage points.

Figure 12
Achievement in Reading of Grade 4 French Immersion and Regular English Program Students

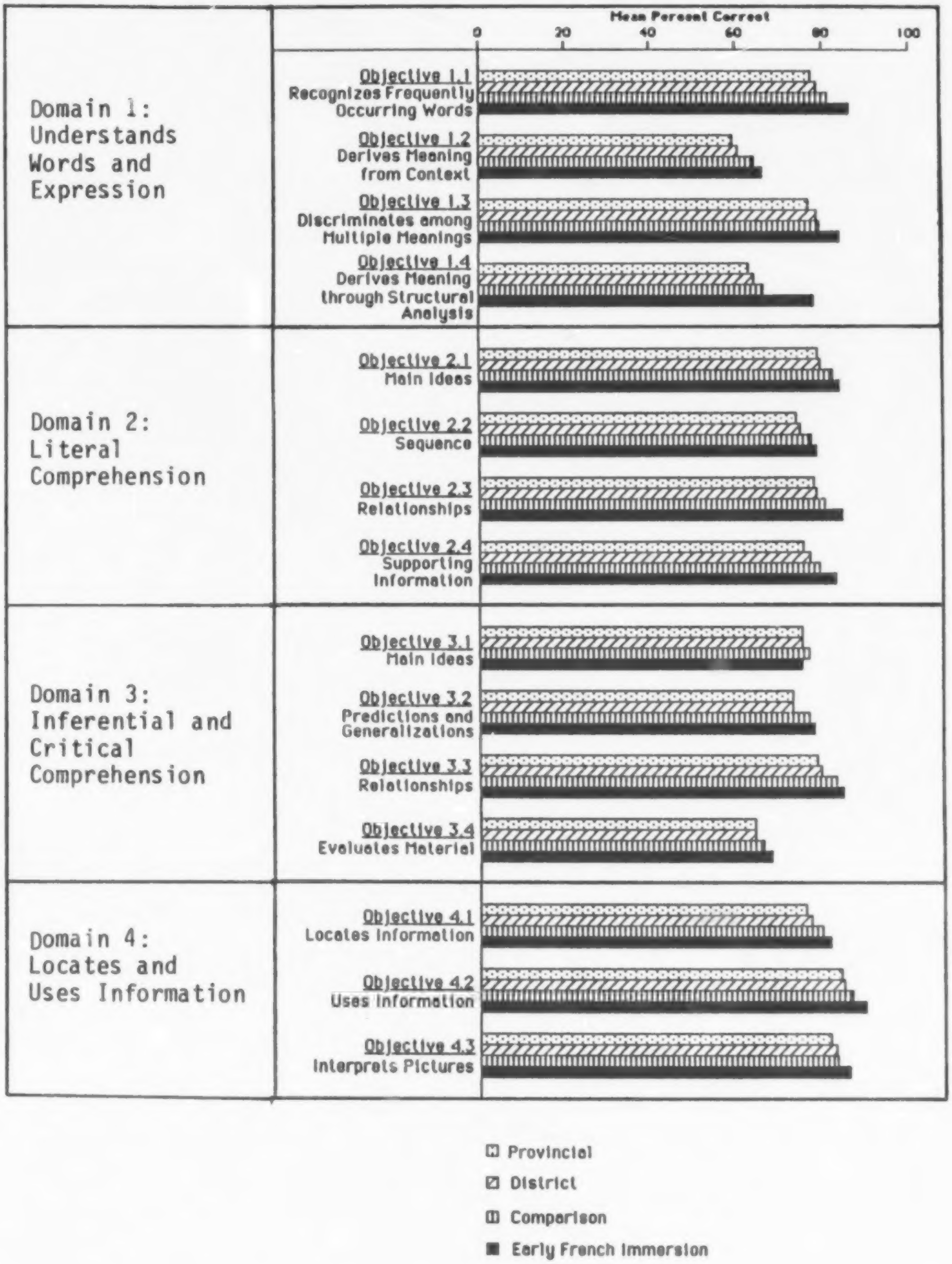


Figure 13
Achievement in Mathematics of Grade 4 French Immersion and Regular English Program Students

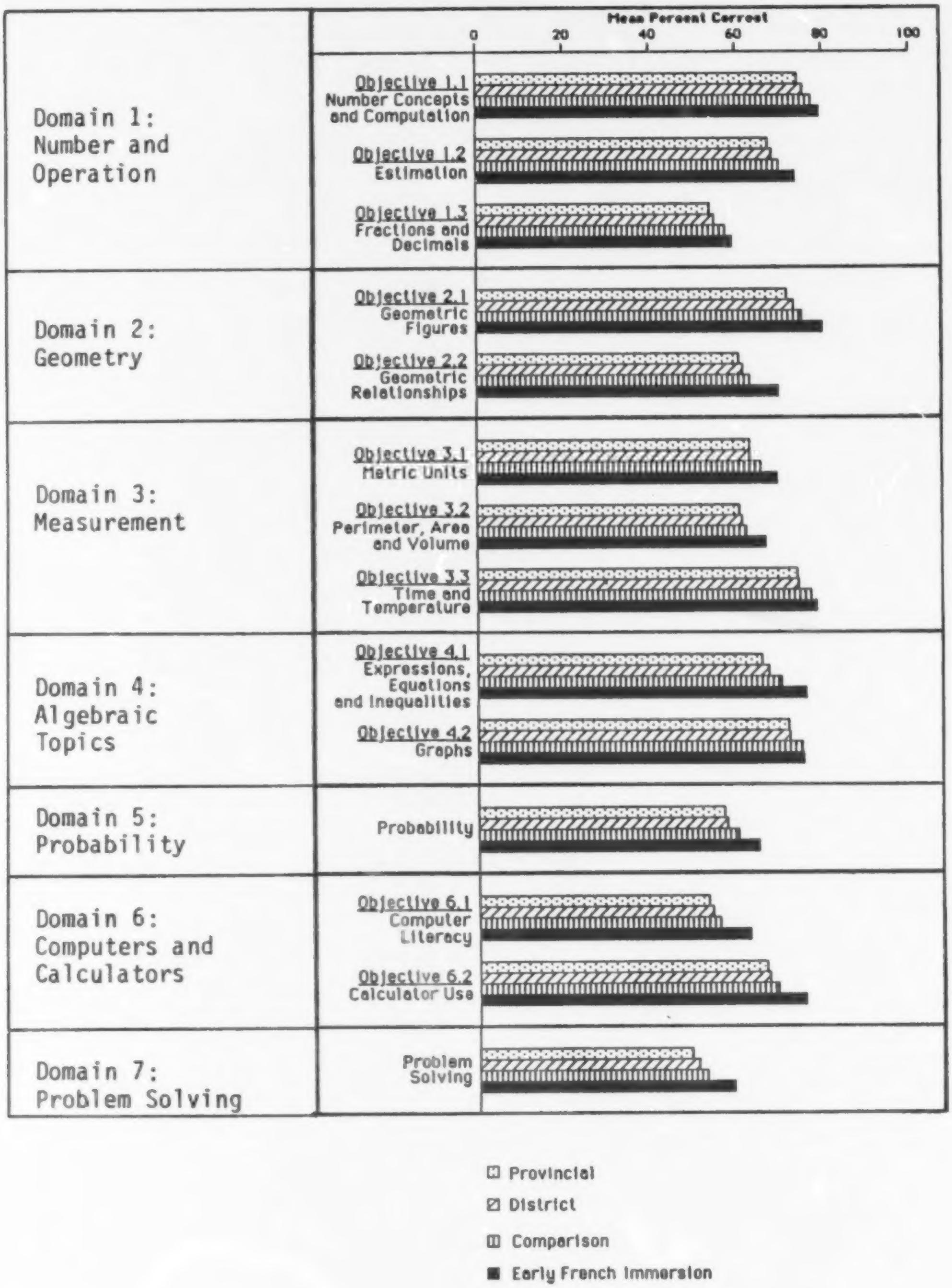


Figure 14
Achievement in Science of Grade 4 French Immersion and Regular English Program Students

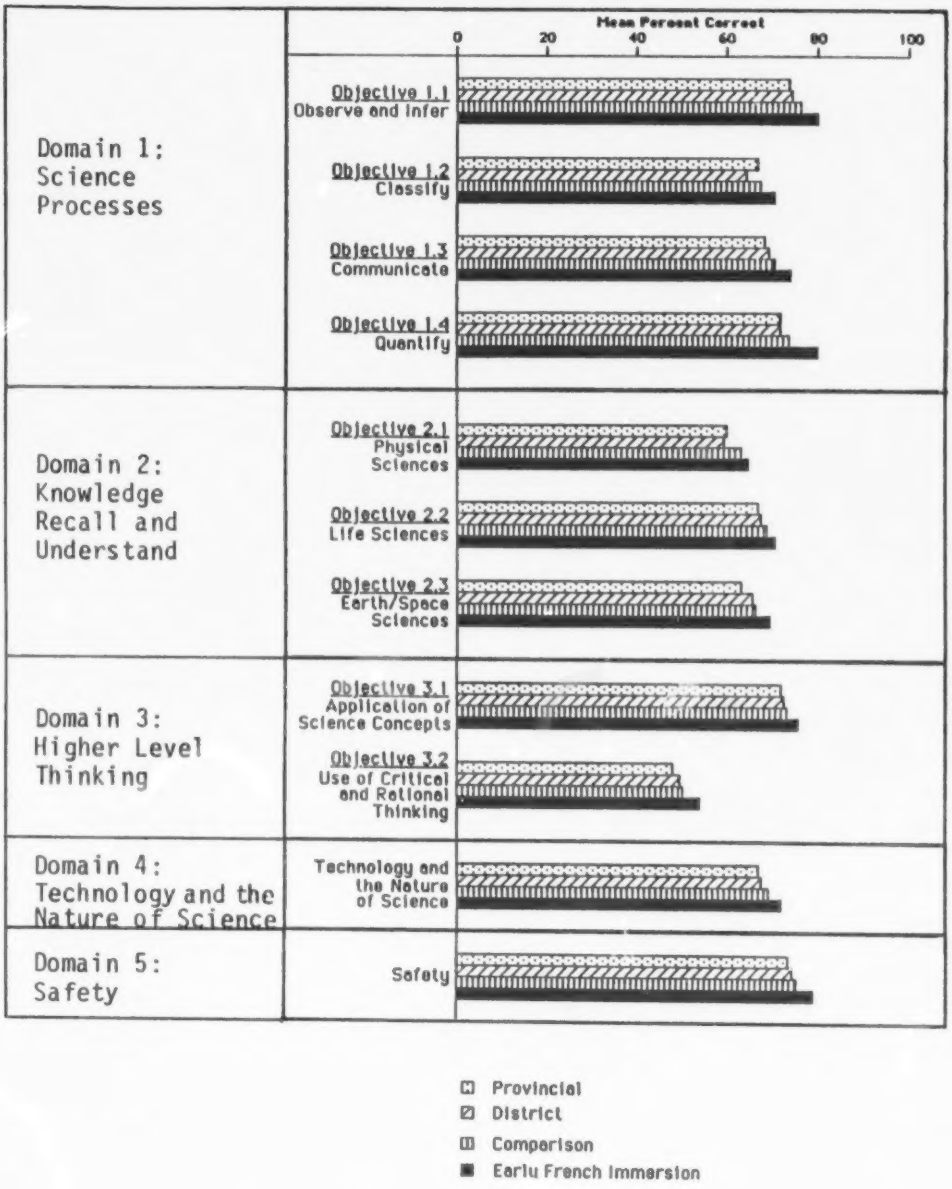


Figure 15
Achievement in Reading of Grade 7 French Immersion And Regular English Program Students

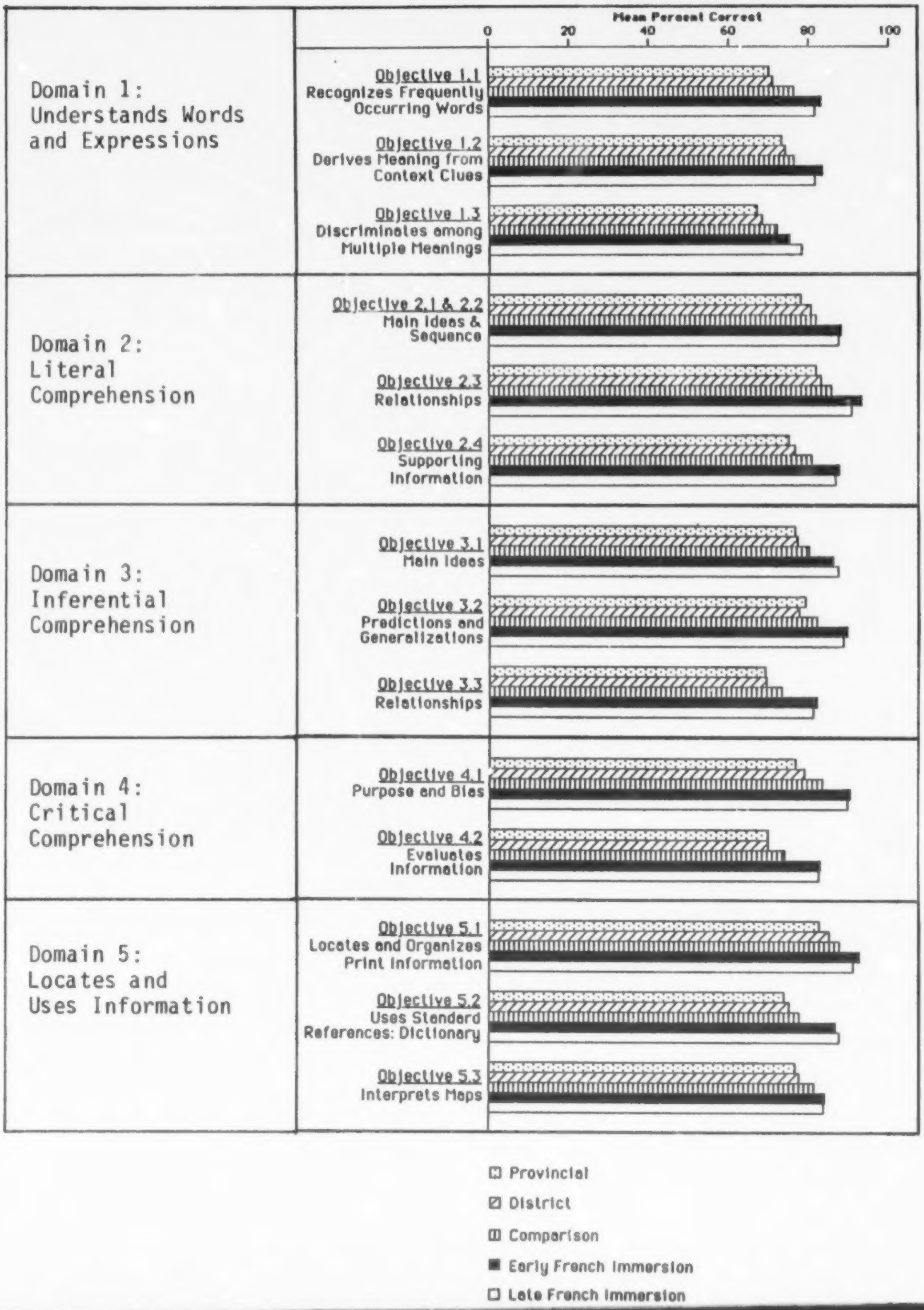


Figure 16
Achievement in Mathematics of Grade 7 French Immersion And Regular English Program Students

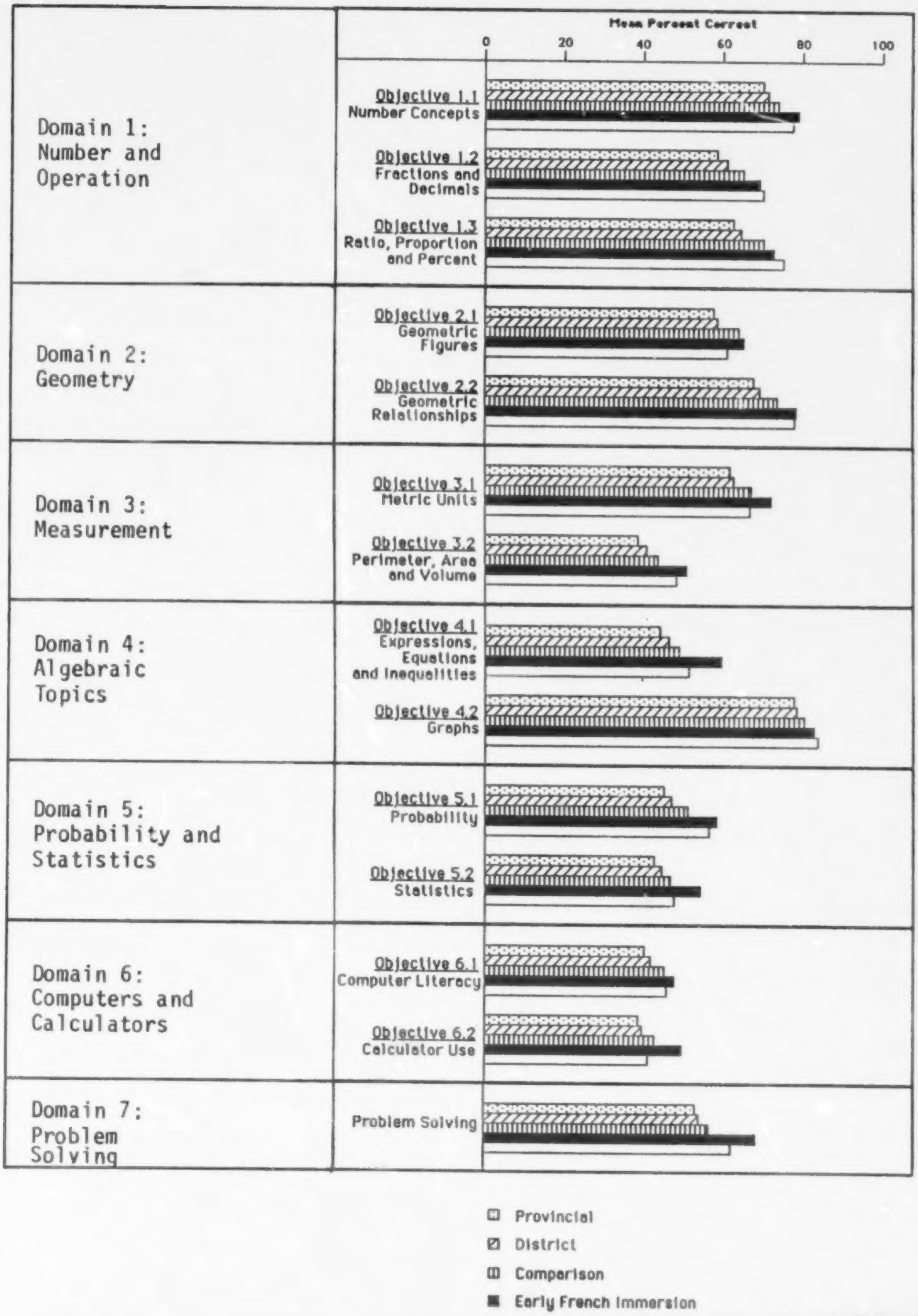
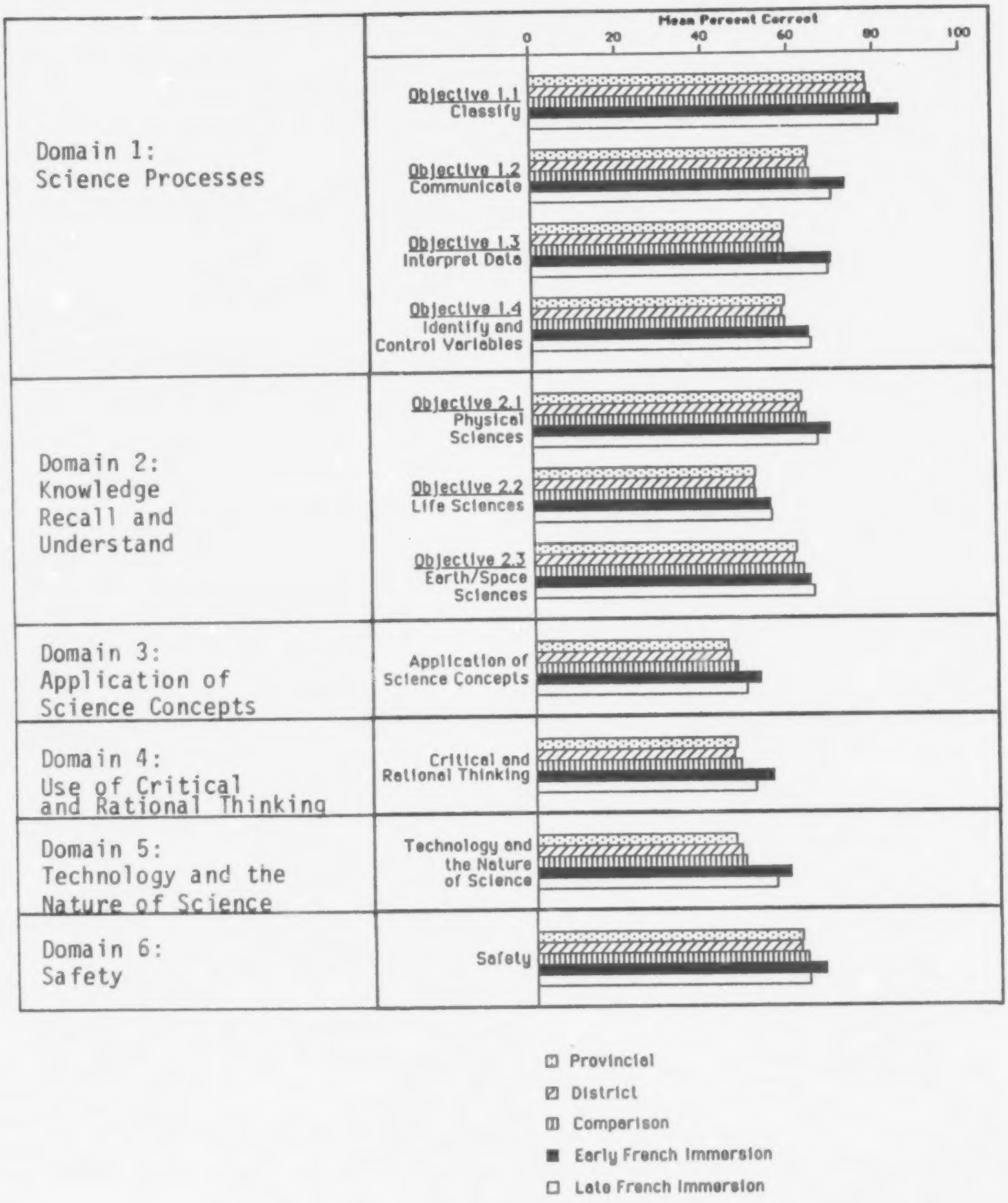


Figure 17
Achievement in Science of Grade 7 French Immersion And Regular English Program Students



Summary

The achievement of French immersion students in English Reading, Mathematics, and Science in both grades 4 and 7 was higher than the average performance of the population of students from districts with immersion programs. Furthermore, French immersion students performed better than students in samples specifically chosen to control for background differences. For most objectives the differences were small, but the pattern of performance was consistent. On each objective in grade 4 Mathematics, for example, students in districts with French immersion programs scored about one percentage point higher than students across the province; students in the comparison sample scored about two percentage points higher than students in French immersion districts; and French immersion students scored about four points higher than the comparison sample.

The results are difficult to interpret, but there are several factors, or combinations of factors, that may account for the consistently high relative achievement of the French immersion students. Parents' general support and encouragement for their children's education may itself promote higher achievement. One must also consider the possibility that entering ability levels may be higher for French immersion students. This may apply particularly to late immersion where previous research has shown that this program tends to attract highly able and motivated students. Another unknown factor is whether less successful students transfer out of immersion programs, resulting in a stronger immersion cohort in the upper grades. In addition, programmatic effects or instructional practices within the immersion program itself may play a role This is an issue that needs to be addressed through observational research in immersion and English program classrooms.

Regardless of the underlying reasons for differences in achievement, it is clear from these results that immersion students are achieving at least as well as, if not better than, regular English program students on provincial objectives in English Reading, Mathematics, and Science as measured by the assessment instruments.

Chapter Nine

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of the first provincial assessment of French immersion programs.

Student Opinions and Activities

Attitudes and Motivation

Grade 7 early and late immersion students in British Columbia display positive attitudes toward bilingualism, have high motivation for learning French, and rate their understanding of French-Canadian culture quite positively. They feel comfortable using French both in and out of class and give high self-ratings to their ability to speak, understand, read and write French. These results indicate an ideal starting point for further developing and improving the program. While the achievement results suggest that students may be overrating their abilities, it will be very important to capitalize on the students' confidence and motivation in striving for further development of French language skills.

Reading Preferences and Activities

Students indicate that they do some outside reading in their free time. They tend to read more in English than in French, and they prefer English over French reading materials of all kinds. There is a tendency for outside reading to decline from grade 4 to 7, as measured by the number of library books students say they read each month. In fact, many grade 7 students report reading **no French library books** at all each month.

Extensive research on reading suggests that the key determinant of growth in reading achievement is the amount of reading students do both in and out of school (e.g., Anderson, Hiebert, Scott & Wilkinson, 1985). This research also suggests that teachers can play a major role in the amount of reading children will do.

Recommendation. We recommend that:

a major priority of immersion teachers should be to promote independent reading in French both in and out of school.

This should entail providing students with time to read in class, expectations for reading, incentives to stimulate children's interest and pleasure in reading, access to appropriate and interesting books and materials, and guidance in choosing them.

Student Achievement

French Reading

Overall, the results of this assessment indicate that immersion students are making good progress in French reading, with the mean scores for most domains falling in the 60% to 75% range and all Interpretation Panel ratings being Satisfactory or higher. While the findings show that students perform reasonably well in the context of current expectations, they also suggest that there is ample room for growth in all areas of French reading.

The grade 4 early immersion students received a Panel rating of Very Satisfactory in two of the four domains of the French Reading Test and a Panel rating of Satisfactory in the two other domains. They display a good ability to infer the meaning of unfamiliar words from context but show some weakness in their knowledge of familiar words. While their peformance in Inferential/Critical Comprehension is rated Very Satisfactory, the mean score on this domain is quite low (56%), indicating the need for particular attention to this very important area of French reading.

The grade 7 early immersion students received a Panel rating of Satisfactory in four of the five domains of the French Reading Test and a Panel rating of Very Satisfactory in one domain, Inferential Comprehension. These are encouraging results. However, the rating of Satisfactory is only midway on the rating scale of five performance levels, and mean performance in the domain rated as Very Satisfactory is only 72%.

The results for the grade 7 late immersion students are quite encouraging, particularly as students in this program have been reading in French for less than two years. The late immersion students received a Panel rating of Very Satisfactory in three of the five reading domains and a Panel rating of Satisfactory in the remaining two domains. Students perform highest in Literal Comprehension, showing that they have a solid basis for developing higher level reading comprehension skills in French.

This is the first provincial assessment of French reading in immersion programs. The assessment is intended to provide baseline data on student performance to guide program development and improvement and to measure change in reading achievement in the future. Traditionally, provincial learning assessments place greater emphasis on the interpretation of scores than on their numerical value. However French immersion is a relatively new educational program where consensus on curriculum and standards is only beginning to emerge. It is therefore important for the reader to weigh all aspects of the data in considering the findings.

Recommendation. We recommend that:

greater emphasis be placed on developing students' higher level reading comprehension skills and that opportunities be provided for extended and more varied reading experiences in French.

Strategies should be developed to help students read more carefully, more deeply, and more critically not only through questioning and discussion but also through direct instruction in comprehension strategies (e.g., see Anderson et al.,1985; Pearson, 1985).

Extending the time spent on reading will facilitate students' vocabulary growth. However, rapid access to word meanings is important to fluency in reading comprehension and should be promoted.

Recommendation. We recommend that:

strategies be developed to help students develop a solid base of known words and to promote skill at inferring the meaning of new words through context.

Research on vocabulary instruction should be explored to find alternative and more comprehensive approaches to vocabulary teaching than word lists and conventional definition approaches, which have proved ineffective in the past (e.g., Pearson,1984; Richards, 1985). Teachers should be made aware of the need to help students become independent and active word learners. The important role played by oral language in vocabulary growth should not be overlooked.

Skill at interpreting graphic materials is a major part of reading. It is critical to success in many subject areas, e.g., mathematics and sciences, and to many practical life experiences involving visual communication. Grades 4 and 7 immersion students received a Panel rating of only Satisfactory in the Graphic Materials domain.

Recommendation. We recommend that:

additional emphasis in the reading curriculum be given to promoting students' skill at interpreting graphic materials.

French Speaking and Listening Comprehension

Performance in French listening comprehension is Satisfactory to Very Satisfactory for early immersion and Very Satisfactory for late immersion. Overall, grade 7 immersion students perform well in French speaking. They are able to engage in fairly complex discussions and do so with ease and enjoyment. The immersion students are comparable to a group of native French-speaking students in Manitoba on the more communicative measures (e.g., Quality of Discussion, Quality of Description) but not in their fluency, pronunciation or oral grammar. This pattern of results is consistent with the results of previous research on the speaking skills of immersion students in British Columbia and elsewhere in Canada (e.g., Day & Shapson, 1987; Lapkin, 1984).

The results of the error analyses of oral grammar reveal that early and late immersion students have error rates of over 20% in most areas analysed. Some progress seems to have been made from grade 3 to grade 7 in certain aspects of French grammar, i.e., in contractions and the use of the auxiliary être where required in the passé composé, but little progress seems to have been made in other areas. The kinds of errors made by the immersion students in British Columbia have been noted in many Canadian research studies (e.g., Adiv, 1980; Harley & Swain, 1984) and suggest that improvement is needed in the children's oral grammar.

In the past, the performance of Francophone students has served as an important benchmark for evaluating the oral language skills of immersion students. This has caused the linguistic differences between immersion and Francophone students to be overemphasized and the actual performance levels of immersion students on both linguistic and communicative measures to be neglected. Many students in this assessment perform well, but many perform only adequately on both the linguistic and the communicative measures. Immersion programs should strive to enable all students to speak clearly, effectively, and reasonably correctly in French. This is not an unrealistic aim given research showing little relationship between general academic abilities and oral language skills (e.g., Carey & Cummins, 1984; Genesee, 1976).

Recommendations. We recommend that:

standards and curricula be developed for promoting both effective oral communication and correct and appropriate language use. Consistent with research on language learning, extensive opportunities should be provided for students to use French for a broad range of functions in meaningful situations.

priority be given to strategies which combine formal and functional approaches to language teaching, also which integrate the teaching of grammar and other aspects of oral language with other skill and subject areas, so that the teaching of grammar is not divorced from meaning and use.

Since recent research suggests that immersion students may not be receiving consistent and clear feedback on the errors they make (Swain & Carroll, 1987), attention also needs to be given to developing clear objectives and specific strategies for teachers to remedy errors.

As the responsibility for improving all aspects of oral language will ultimately rest with the students, strategies should be found to increase their motivation to speak correctly and express themselves clearly and effectively.

Comparisons of Early and Late Immersion Programs

Overall, early immersion students perform better than late immersion students in French reading, listening, and many aspects of speaking. These findings are not surprising, given the greater number of years early immersion students have studied French.

Recommendation. We recomend that:

for districts which do not display advantages for early immersion students, investigations should be undertaken to determine whether this is due to programmatic or student factors.

English Reading, Mathematics, and Science

The achievement of French immersion students in both grades 4 and 7 is higher than the average performance of the population of students from districts with immersion programs. Furthermore, French immersion students perform better than students in samples specifically chosen to control for background differences. The results are difficult to interpret but there are several factors, or combinations of factors, that may account for the consistently high achievement, relatively, of French immersion students. Among these factors are: parental support and encouragement for their children's education; ability and motivational levels of French immersion students; and programmatic effects or instructional practices within the immersion program itself. Regardless of the underlying reasons for differences in achievement, it is clear from the results that immersion students are achieving at least as well as, if not better than, regular English program students on provincial objectives in English Reading, Mathematics, and Science as measured by the assessment instruments.

Recommendation. We recommend that:

studies be undertaken to examine the ability and background characteristics of the population of students opting for and remaining in immersion programs.

the analysis of such studies be used to ensure that immersion is accessible to and is genuinely serving a broadly based student population.

This recommendation is particularly important in view of research showing that immersion programs, particularly early immersion, are suitable for students from a wide range of ability and socio-economic backgrounds (e.g., Genesee, 1984).

Principal and Teacher Information and Opinions

The responses of principals and teachers to the questionnaires indicate that critical work is necessary to strengthen the French immersion program. Only approximately one-half of the principals report having received in-service for administering a French immersion program. Yet extensive research on school effectiveness underlines the importance of the instructional leadership provided by principals (e.g., Lortie, 1975; Shoemaker & Fraser, 1981). The majority of immersion teachers have three years or less teaching experience. Although a majority of teachers report that they have received some training in teaching reading, one can question how comprehensive this has been.

A reading consultant or specialist is rarely available to French immersion teachers. Enrichment programs are not widespread, particularly in the grade 4 early and the grade 7 late immersion programs. While diagnostic and remedial services are provided for early immersion, principals are much less satisfied with the diagnostic and remedial services provided for French than they are for English.

Overall, teachers show fairly low levels of satisfaction with most of the resources provided for their immersion classes. Satisfaction is uniformly low among all groups of teachers for the teacher resource centre, the school and district testing programs, and in-service for reading instruction. Satisfaction with the supplementary reading materials and classroom or school libraries is quite low for the grade 7 early immersion teachers. In general, the principals' views corroborate those of the teachers, and they show much less satisfaction with the resources and support services for the French reading program than they do for the English reading program. It is clear that immersion teachers and principals feel a strong need for more support to be provided for reading instruction in French immersion. Researchers have also pointed to the need for more systematic implementation of French immersion programs (e.g., Burns & Olson, 1981).

Recommendations. We recommend that:

all immersion principals be provided with systematic in-service for administering and providing instructional leadership for French immersion programs.

a comprehensive plan for teacher in-service in reading instruction be developed and implemented.

a major review be undertaken to critically analyze the gaps in support between the immersion and regular English programs.

The immersion program cannot continue to be seen as an adjunct to the regular English system. Immersion is an educational system in its own right and requires the resources and support services essential to its effective operation.

Teachers are generally satisfied with the novels prescribed for their grade. They are also generally satisfied with one of the prescribed reading series, La Lecture sous toutes ses formes, but show some dissatisfaction particularly with the interest level of this series. Satisfaction with the other prescribed series, Piloé, is low for the linguistic level of the reading materials, the content of the travaux pratiques, and the ease of using the program. Teacher satisfaction with supplementary materials is quite low, particularly in grade 7 early immersion. In their comments, teachers frequently mention the lack of adequate supplementary materials for immersion. This situation may contribute to students' declining interest in reading, particularly in French, from grade 4 to 7. Teachers also frequently request more workshops, guidance, and teacher support materials for reading instruction.

Recommendation. We recommend that:

systematic and continued orientation be provided to using both the prescribed and supplementary materials for the French immersion program and more support materials be developed for teaching reading.

The Contract Team's experience with Review and Interpretation Panels suggests that there is much disagreement on what is linguistically suitable for immersion students. Some Panel members seem to favor only texts with known vocabulary and simplified grammatical structures. Yet research on first language reading suggests that simplification of texts may reduce context and increase difficulty (e.g., Chall, 1984; Klare, 1984). Information on text readability should be included as part of the orientation process.

Less than one-half of the schools have developed goals and objectives for the French immersion reading program. There is some articulation between French and English reading instruction, but this is mainly done in an informal manner, and many teachers, particularly in grade 7, report no articulation between the two reading programs. Teachers appear to be taking some measures to integrate French reading with other skill and subject areas. They indicate that teacher observations of student performance and student assignments are the main criteria used to evaluate student progress in reading.

To date, too much emphasis has been placed on broad aspects of program design such as how much French instructional time should be provided and what subjects should be taught in French. More attention has to be given to specifying the goals and objectives and methodologies necessary for effective instruction in French immersion.

Recommendations. We recommend that:

school districts develop specific objectives for French reading.

observational studies be undertaken to identify particularly effective instructional practices in teaching reading, articulation of French and English reading programs, and integration of reading with other subject areas.

a methodology for teaching reading in immersion and integrating skill and subject areas across the curriculum be developed and implemented.

systematic evaluation guidelines and materials be developed to assist teachers in assessing student progress in reading.

Assessment of Immersion Programs

This assessment was intended to provide information on current programs and practices and student achievement. In future years, it will be possible to examine growth in student performance. In designing the instruments for the reading assessment, we encountered two problems. It was difficult to assess higher order reading skills, particularly critical comprehension, using a multiple-choice format.

Because we had to design one instrument for early and late immersion, many passages and items that might have more fully assessed the reading skills of early immersion students could not be included in the grade 7 French Reading Test. On the other hand, teachers were enthusiastic about many features of the assessment instruments, such as the variety of the reading passages and the techniques used to elicit speech samples from their students.

Recommendations. We recommend that:

more varied instruments, especially those utilizing open-ended responses, be included in future assessments of French reading.

reading test forms be designed for early and late immersion programs.

evaluation guidelines and materials be developed to assist classroom teachers in assessing their students' progress in all four language skills.

further research be conducted on immersion curriculum development, instructional strategies and classroom practices, and the relationship between achievement in French and English language skills.

The first provincial assessment of immersion programs has promoted a rich dialogue among teachers, administrators, researchers, trustees, and parents. This momentum should not be lost. Given the relatively small size of immersion programs, it is highly probable that a mechanism can be created to ensure widespread discussion of the findings of this assessment and to develop strategies for implementing the recommendations for program improvement.

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Appendix A

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Appendix B

Pilot Testing Schools

Prepared by the Student Assessment Branch

Pilot Schools

Grade 5 Reading (Fall, 1986)

Alfred R. Dixon	Richmond
Aubrey Elementary	Burnaby
Deep Cove Elementary	Saanich
Hillcrest Elementary	Coquitlam
Irvine Elementary	Coquitlam
Keating Elementary	Saanich
L'Ecole Bilingue	Vancouver
Lloyd George Elementary	Kamloops
Morley Elementary	Burnaby
Pauline Johnson	West Vancouver
Ross Road Elementary	North Vancouver
Willows Elementary	Greater Victoria

Grade 7 Speaking (Spring 1985 and 1986)

Aubrey Elementary	Burnaby
Ecole St. Sacrement	Private
General Gordon Elementary	Vancouver
Hillcrest Elementary	Coquitlam
James Gilmore Elementary	Richmond
James Whiteside Elementary	Richmond
L'Ecole Bilingue	Vancouver
Mary Hill Elementary	Coquitlam
Parkland Elementary	Coquitlam
Pauline Johnson	West Vancouver
Sentinel Secondary	West Vancouver
W.E. Kinvig Elementary	Surrey
William Cook Elementary	Richmond

Grade 8 Reading (Fall, 1986)

Aldergrove Secondary	Langley
Brookswood Secondary	Langley
Como Lake Junior Secondary	Coquitlam
Gulf Islands Secondary	Gulf Islands
Hugh McRoberts Junior Secondary	Richmond
Kitsilano Secondary	Vancouver
Langley Secondary	Langley
Lansdowne Junior Secondary	Greater Victoria
Maillard Junior Secondary	Coquitlam
Mary Hill Junior Secondary	Coquitlam
Moscrop Junior Secondary	Burnaby
Sir Winston Churchill Secondary	Vancouver

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BRITISH COLUMBIA
FRENCH IMMERSION
ASSESSMENT
1987

General Report

· MINISTRY OF EDUCATION ·

Province of
British Columbia

STUDENT ASSESSMENT

THE B.C. FRENCH IMMERSION ASSESSMENT, 1987

GENERAL REPORT

by

Elaine M. Day
Stan M. Shapson
Thomas J. O'Shea

Submitted to the Student Assessment Branch
Ministry of Education
Province of British Columbia

January, 1988

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Preface

This **General Report** presents the detailed findings and recommendations of the first provincial assessment of French immersion programs. A summary of the assessment and its results may be found in the **Summary Report.**

This project could not have been completed without the cooperation and assistance of many capable and dedicated groups and individuals, and we are extremely grateful to all involved for their contributions. Dr. Geoff Mills, Modern Languages and Multicultural Programs Branch, and Dr. Michael Kozlow and Dominique Boltrès, Student Assessment Branch, were most efficient in facilitating and coordinating the project. Members of the Advisory Committee and Review and Interpretation Panels provided invaluable professional expertise and judgement during various stages of the project.

Our colleague on the Contract Team, Rhoda Tafler, provided expertise, dedicated work, and a measure of good humor. Contract Team Associates worked very hard to select appropriate passages and develop items for the French Reading Tests, also providing invaluable professional expertise and judgement in the many decisions related to the development of these instruments. They are Maurice Pierre Joanis, Vesna Kanjer, Cathy Piteux, Jean Guy Rousseau, and Emma Thibodeau. Our colleagues at Simon Fraser University, Josette Desquins, Francine Frisson-Rickson, and Florence Wilton, readily gave professional advice and consultation. The following individuals provided capable assistance in the administration and scoring of the French Speaking Test: Catherine Blancard, Josette Desquins, Chantale Gobeil, and Marie-Andrée Rivet. Nand Kishor and Sharon Reid assisted in the statistical analyses for the project.

Lynn Reader provided secretarial and administrative assistance throughout the assessment, performing tasks too numerous to describe, among them the preparation of the French Reading Tests and Assessment Reports. We relied heavily on her steadiness, capability, and many talents. Other individuals performed important tasks during various stages of the project, including coding data, transcribing tapes, word processing, editing and proof reading. These are Anne Bosch, Jimmy E. Chung, Fabienne Goulet, Darlene Hanson, Sian Johnson, and Penny Spagnolo.

Dr. E. Molgat, Director of the Bureau of French Language Education for the province of Manitoba, assisted in the selection and testing of the Francophone comparison sample for the French Speaking Test. Staff and students at the Ecole Dalbéviau in Winnipeg were most gracious in participating in this testing.

The true success of this project is especially due to the fullest cooperation extended by all students, teachers, and administrators in schools and districts across the province. Superintendents and school board personnel cooperated in the English program comparison study. Teachers and principals completed questionnaires and cooperated in the pilot testing and in the final administration of the instruments. Finally, immersion students themselves carried out their tasks with diligence and enthusiasm. It was both enjoyable and rewarding to meet many of these well-behaved and eager students and to witness their remarkable abilities and confidence in French.

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Chapter One

INTRODUCTION

Background

In recent years, the number of students enrolled in French immersion programs has increased dramatically in British Columbia. Whereas over ten years ago only a few hundred students were enrolled in these programs, by 1986-87 this number had risen to nearly 19,000 students in 36 school districts. Because of this rapid and continued growth, the Modern Languages and Multicultural Programs Branch and the Student Assessment Branch, Ministry of Education, British Columbia, initiated the first Provincial Assessment of French immersion programs. The scope of the assessment, which was conducted during the 1986-87 school year, included the following:

1. an examination of the extent to which students are achieving provincial curricular goals in French Reading (grades 4 and 7);
2. an appraisal of students' French Listening and Speaking skills (grade 7);
3. surveys of students, principals and teachers on various aspects of French reading instruction (grades 4 and 7) and of student attitudes and motivation toward learning French (grade 7); and
4. a comparison of immersion students' achievement in previous Provincial Assessments of English Reading, Mathematics, and Science with the achievement of students enrolled in regular English programs (grades 4 and 7).

General Purpose of Provincial Assessments

Provincial assessments of student achievement in the English program have been conducted in core subject areas (e.g., mathematics, science, reading) on a cyclical basis for over a decade in British Columbia. The major purposes of the assessment program are to:

1. Inform professionals and the public of some of the strengths and weaknesses of the public school system.
2. Assist the Ministry, school districts, and schools in decisions related to the development, review, modification, revision, and implementation of existing curricular and supporting instructional resource materials.
3. Provide the province, school districts, and schools with information which can be used to maintain strengths and overcome identified weaknesses.
4. Monitor student learning over time.
5. Assist the Ministry in decisions concerning allocation of resources.

6. Identify areas of need and provide directions for change in both pre-service and in-service teacher education and professional development.
7. Provide direction for educational research.
8. Provide a source of curriculum-related items which can be subsequently used to produce achievement instruments for optional use by classroom teachers as part of their evaluation of students.

Objectives of the 1987 French Immersion Programs Assessment

The 1987 assessment of French immersion programs was designed to investigate the following questions:

1. To what extent are students in French immersion programs achieving stated objectives in French reading (grades 4 and 7) and in French listening and speaking (grade 7)?
2. How do levels of achievement compare to student performance in other programs?
3. What are the attitudes of grade 7 French immersion students toward various aspects of French language instruction?
4. To what extent do levels of achievement and attitudes differ in the early and late immersion programs?
5. How do principals view the French reading program in their school districts in terms of quality, support materials, and effectiveness? What changes do principals recommend?
6. What are the teachers' views on the French reading program, its support materials, and its effectiveness? What changes do teachers recommend?
7. To what extent are immersion students achieving the objectives specified in provincial curriculum guides dealing with English Reading, Mathematics, and Science? (Analysis of Provincial Assessment results for English Reading 1984, Mathematics 1985, and Science 1986.)
8. What recommendations based on the collected information can be directed to various groups responsible for education in British Columbia (e.g., classroom teachers, school administrators, teacher educators, Ministry officials, and educational researchers)?

Organizational Structure of the Assessment

The organizational structure of the French programs assessment is illustrated in Figure 1. Three major groups were involved: the Contract Team, the Modern

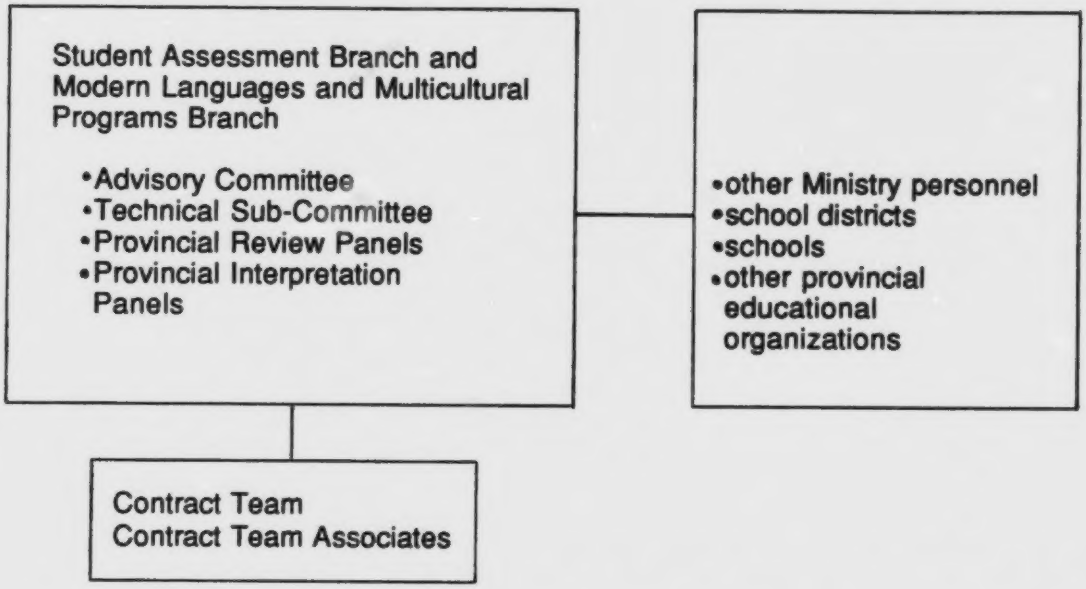
Languages and Multicultural Programs Branch, and the Student Assessment Branch. The **Modern Languages and Multicultural Programs Branch** and the **Student Assessment Branch** were responsible for coordinating the assessment and for convening the following committees and panels:

> The Advisory Committee--composed of teachers and administrators from across the province and members of the Contract Team, Modern Languages and Multicultural Programs, and Student Assessment--provided guidance throughout the project, reviewed survey materials, and assisted with the conduct of Review and Interpretation Panels.
>
> The Technical Subcommittee--composed of technical representatives from the Contract Team and the Student Assessment Branch--assumed responsibility for decisions concerning technical and statistical issues.
>
> Review Panels--composed of practising teachers from across the province--reviewed the proposed reading items and materials.
>
> Interpretation Panels--composed of teachers, administrators, trustees, and parents--examined and evaluated student performance on the reading and listening measures.

A list of all committee and panel members is provided in Appendix A. Other major responsibilities of the Modern Languages Services and Multicultural Programs Branch and the Student Assessment Branch included communicating with other Ministry personnel, schools and school districts, distributing the reading tests and surveys, conducting data analyses of multiple-choice forms, and preparing district and school reports.

The **Contract Team** was composed of four people: two members from the B.C. French Study research team, Simon Fraser University, with extensive experience in the research and evaluation of French language programs in British Columbia; a member of the Faculty of Education, Simon Fraser University, with statistical and technical expertise and previous experience in conducting provincial assessments; and an immersion curriculum specialist, formerly from Surrey School District and currently from Vancouver School District. Five teachers from the North Vancouver, Richmond, Surrey, and Vancouver School Districts served as Contract Team Associates and assisted in the selection of passages and preparation of items for the reading tests. The Contract Team was responsible for designing the assessment, developing all instruments, and preparing and submitting assessment reports to the Ministry. The Contract Team also assumed the responsibility for administering and scoring the speaking and listening tests used in the study.

Figure 1
Organizational Structure of the Assessment


Student Assessment Branch and Modern Languages and Multicultural Programs Branch
•Advisory Committee
•Technical Sub-Committee
•Provincial Review Panels
•Provincial Interpretation Panels
•other Ministry personnel
•school districts
•schools
•other provincial educational organizations
Contract Team
Contract Team Associates

Organization of the Report

The chapters of this report are as follows:

Chapter 2 describes the methodology for the French reading, listening, and speaking measures and the student, teacher, and principal surveys.

Chapter 3 contains the results of the student surveys on various aspects of French reading instruction (grades 4 and 7) and on student attitudes and motivation towards learning French (grade 7).

Chapter 4 presents the results for student achievement in French reading, along with Interpretation Panel judgements.

Chapter 5 details the results of the teacher and principal questionnaires on various aspects of French reading instruction.

Chapter 6 contains the results of the assessment of the grade 7 students' French listening and speaking skills.

Chapter 7 deals with the results of the comparisons between the performance of early and late immersion students.

Chapter 8 details the methodology and results for the English program comparison study of student achievement in previous provincial assessments of English reading, mathematics, and science.

Chapter 9 summarizes the major findings and presents the conclusions and recommendations based on the collected information.

A brief review of the literature on early and late immersion programs is provided below as background to the report. More extensive reviews can be found in Genesee (1984); Shapson and D'Oyley (1984); and Swain and Lapkin (1982).

Literature Review

A considerable amount of research has been conducted on the early and late immersion programs in British Columbia and across Canada (see, for example, Shapson & Day, 1982a, 1982b in British Columbia; Genesee, 1978, 1984 and Lambert & Tucker, 1972 in Quebec; Gray, 1986 in New Brunswick; and Swain & Lapkin, 1982 in Ontario).[1] A major objective of this research has been to assess the impact of the programs on the students' native language (English) development, their achievement in academic subjects such as mathematics and social studies, and the acquisition of their second language (French). Progress in native language skills and achievement in academic subjects such as mathematics and social studies have been assessed by comparing the performance of immersion students with that of carefully selected comparison groups of students in the regular English program, who have been equated as to age, intellectual ability, and, as much as possible, socio-economic level. For French language skills, the comparisons have involved Anglophone children enrolled in traditional French second language (FSL) programs and Francophone children enrolled in French mother-tongue programs.

The research results have consistently demonstrated that children reap substantial benefits from the immersion program in terms of their French language development and they experience no harmful effects to their cognitive or English language development or achievement in school subjects. Specifically, early and late immersion children in all grades have shown levels of achievement similar to children in the regular English program in academic subjects such as mathematics and social studies. With respect to native language development, the results for the early immersion program have revealed that in the beginning grades, prior to the introduction of English, children commonly experience initial lags in literacy skills (e.g., reading, spelling, punctuation). However, they quickly overcome these lags and catch up with their English program peers in all aspects of English language arts within one year or two after the introduction of English into the curriculum. The results for the late immersion program have indicated that late immersion children perform at least as well as their peers in the regular English program in all aspects of English language arts in whatever grade tested.

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[1] In British Columbia, the early immersion program begins in kindergarten and generally offers all (100%) instruction in French from kindergarten through grade 2, 80% instruction in French in grade 3, and from 50-70% in grades 4-7. The late immersion program is a two-year program beginning in grade 6 with from 60-100% instruction in French in grades 6 and 7.

Investigations of French language development have demonstrated that immersion children attain much higher levels of proficiency in French than children enrolled in more traditional French second language (FSL) programs (i.e., in which French is taught as a separate subject). As a further reference point, comparisons with native French-speaking children have revealed that immersion children tend to attain native-like levels in receptive French language skills (reading and listening comprehension) but are less likely to do so in the productive language skills (writing and speaking), where they show many non-native characteristics (e.g., Adiv, 1980; Day & Shapson 1987; Harley & Swain, 1978; Spilka, 1976).

The early and late immersion programs have both proven to be an effective school option for enabling students to develop high levels of proficiency in French and to maintain at the same time normal academic progress. Studies have also been undertaken, therefore, to compare the levels of French language proficiency attained by the students in the two programs. These studies have been conducted in British Columbia (Shapson & Day, 1987), in the Protestant School Board of Greater Montreal (Genesee, 1978/79; Genesee & Morcos, 1978), in the Ottawa and Carleton School Boards (Morrison, Walsh, Pawley, & Bonyun, 1979; Pawley & Walsh, l980), and more recently in the provinces of Manitoba (Cereco, 1983) and New Brunswick (Lapkin & Swain, 1984). In British Columbia, the comparisons involved grade 7 students who had been enrolled in an early immersion program since kindergarten and those who had been enrolled in a late immersion program since grade 6, whereas in the other provinces, the comparisons involved grade 8 and 9 students who had been enrolled in the programs somewhat longer.

The results of the initial British Columbia study, which compared the performance of early and late immersion students from three school districts in French listening comprehension and French language arts, tended to show some of the same variations that had been found in the comparisons of the two program options conducted elsewhere in Canada. The findings in one B.C. district paralleled the Manitoba and Ottawa/Carleton findings; these showed a superiority of early over late immersion students in their French language skills. The findings in the two other districts paralleled the New Brunswick and Montreal findings in which early immersion students proved equivalent to their late immersion counterparts in most French language skills but tended to maintain a superiority in listening comprehension (in Montreal, for one cohort of grade 9 students only). It is hoped that the present assessment, which involves comparisons of students from a greater number of school districts than in 1983 and which includes measures of both productive (i.e., speaking) and receptive (i.e., listening and reading) skills, will provide further information on the comparative progress of early and late immersion students in British Columbia.

Chapter Two

METHODOLOGY

This chapter describes the methodology for the French reading, listening, and speaking measures and for the student, teacher, and principal questionnaires. The methodology for the English program comparison study is described with the presentation of findings in Chapter 8.

French Reading Tests

Context of the 1987 Assessment of French Reading

The current assessment of French reading was conducted approximately one year after the introduction of new prescribed reading texts for the intermediate grades and prior to the revision of the French language arts curriculum which is currently taking place. Because of the recency of their introduction, it is likely that the impact of the new prescribed instructional materials on student achievement will not be fully reflected in the findings. This assessment should therefore be viewed as a baseline measure for future assessments of immersion students' performance in French reading.

Development of the Reading Achievement Items

Preliminary considerations. Reading is a complex skill; a fundamental decision in test design concerns which domains, from the multitude of those that make up reading, should be included for measurement. Such decisions involve making judgements about which learning outcomes are basic or essential to all students. These decisions were made by the Contract Team in consultation with the Advisory Committee for the project and with the Provincial Immersion/Cadre Resource Team, which is currently revising the French language arts curriculum for immersion and programme-cadre.

Preliminary meetings of the Contract Team focussed on defining and delimiting the areas to be assessed. The reading comprehension objectives in the current provincial Français curriculum guides and in the prescribed reading texts for grades 4 and 7 were examined. Reading comprehension objectives from previous English reading assessments (Tuinman & Kendall, 1980; Jeroski, 1984) and other sources (e.g., Ontario Ministry of Education Assessment Pool: Français au cycle moyen, 1983) were also examined. The Immersion/Cadre Resource Team selected and ranked the objectives from the provincial Français curriculum guides that they considered to be essential. They also selected additional objectives from the Ontario Assessment Instrument Pool, suggested revisions to the Table of Specifications for the 1984 English reading assessment, and recommended that this be used as a basis for developing a similar table for the French reading assessment.

A preliminary list of domains and objectives was then drawn up by the Contract Team. This was reviewed by the members of the Advisory Committee, who also determined the relative weight that should be assigned to each of the domains in the reading comprehension tests. The Table of Specifications for the French reading assessment was then revised and finalized based on the input provided by the Advisory Committee. The final domains and objectives for the French reading tests are presented in Figure 2. The recommended percentages of questions for each domain are presented in Table 1. As can be seen by examining this table, the Advisory Committee gave highest priority to Literal and Inferential Comprehension in both grades 4 and 7.

Table 1
Table of Specifications for the French Reading Tests

Domain	Recommended Percentage of Questions	
	Grade 4	Grade 7
Vocabulary	25%	15%
Literal Comprehension	30	30
Inferential Comprehension	30	30
Critical Comprehension	5	15
Graphic Materials	10	10

Stimulus materials. Recent changes in the prescribed reading materials for French programs reflect a more comprehensive view of reading and recognize the importance of exposing students to a wide variety of reading materials which include not only literary but functional texts. In order to reflect these changes, the Immersion/Cadre Resource Team recommended the following classification of texts, based on their communicative functions (Giasson & Theriault, 1983), for guidance in the selection of stimulus materials for the reading tests:

Informative texts (e.g., textbooks, historic accounts, encyclopedias, news items, biographies, science and social studies texts).

Poetic texts (e.g., fiction, poetry, fables, myths, rhymes).

Expressive texts (e.g., autobiographies, personal correspondence, diaries, accounts of experienced events).

Persuasive texts (e.g., editorials, tourist guides, craft books, cookbooks).

Figure 2
Domains and Objectives for the French Reading Tests

---

1. Vocabulary

   - Recognizes familiar words and idiomatic expressions.
   - Uses context to determine the meaning of unfamiliar words.

2. Literal comprehension: understanding explicitly stated information; little analysis, translation or evaluation is required.

   - Identifies and understands main or central ideas and relevant information when stated clearly.

   - Recognizes time (sequence), space, and causal relationships.

3. Inferential comprehension: inferring meaning through reorganization and generalization and through the recognition and interpretation of relationships.

   - Infers and understands main or central ideas and relevant information when not stated directly.

   - Recognizes and interprets relationships, makes generalizations, forms hypotheses, draws conclusions, and predicts outcomes.

4. Critical comprehension: evaluating both explicit and implicit materials for purpose and bias.

   - Recognizes author's purpose.

   - Distinguishes fact from opinion.

5. Graphic materials

   - Obtains information from and interprets graphic materials such as pictures, maps, graphs, and tables.

Development of Items. The Contract Team and Contract Team Associates assembled a collection of sources from which a variety of potential stimulus materials could be drawn. These sources included textbooks, trade books, anthologies, newspapers, children's magazines, catalogues, guidebooks, etc. Members of the Contract Team and the Associates met in a series of item writing sessions in late summer and early fall 1986, to select passages and develop test items. These were subsequently reviewed by the Advisory Committee and by the Review Panels who met in Richmond (grades 4 and 7), Vernon (grade 4), and Nanaimo (grade 7) in October 1986. The Review Panel members examined passages for difficulty, interest level, and appropriateness. They judged objective-item congruence, rated items, and suggested deletions and changes. The Contract Team Associates met again and, using the suggestions provided by the Review Panels, deleted passages, revised items, and prepared additional items according to the Table of Specifications. All passages and items were then reviewed and edited by the Contract Team, and two pilot test forms were assembled. A summary of the development of the pilot test forms is presented in Table 2.

The grade 4 pilot forms each consisted of 32 items, and the grade 7 forms of 30 items. All items were in multiple-choice format with four response options. All forms included two passages from the informative text category and one passage from each of the other text categories.

Table 2
Summary of Development of Pilot Test Forms

	No. Passages/No. Items	
	Grade 4	Grade 7
Developed by Item Writers	25/129	18/86
Deleted by Review Panels	2/3	2/4
Pilot tested	11/64	11/60

Pilot Testing

The pilot testing was conducted during the week of November l2, 1986 in 11 school districts across the province (see Appendix B for a list of schools). Because all immersion students in grades 4 and 7 would respond to the final forms in the spring, the sample for the pilot testing was drawn from grades 5 and 8. Over 300 grade 5 early immersion students and nearly 400 grade 8 early and late immersion students participated. The breakdown by grade and program is presented in Table 3.

Table 3
Summary of Pilot Test Administration

Number	Grade 5 Early	Grade 8 Early	Grade 8 Late
Districts[a]	9	5	4
Classes[b]	12	6	7
Students	312	170	199

[a] A total of 11 school districts participated in the pilot testing.
[b] These classes were in 23 different schools.

The two pilot test forms for each grade were interleaved and assembled into class sets so that an approximately equal number of students in each classroom would complete each form. Students marked their responses directly in their test booklet. They were asked to indicate on their covering sheet the time at which they began and ended the test and to write their opinions on the passages after they had completed the test. Teachers were asked to observe the testing sessions and to write comments on one of the test forms. Members of the Contract Team and Assessment Branch observed the pilot testing as well in seven classrooms.

Assembly of Final Forms

The final reading forms were assembled by the Contract Team for approval by the Advisory Committee, using the test statistics and the information obtained from student and teacher comments as guidance for the selection of passages and items. Wherever possible student preference was taken into account in selecting the passages. Because the pilot test forms had been completed in a short period of time (i.e., less than 30 minutes), an additional passage for each grade was included in the final form. The final reading test forms are shown in Appendices C and D. The grade 4 test contains 8 passages and 36 multiple-choice questions, and the grade 7 test, 7 passages and 33 questions. The classification of passages by type of text and the classification of items by domain are illustrated in Tables 4 and 5, respectively.

Table 4
French Reading Tests:
Classification of Passages

	Grade 4		Grade 7	
Text Category	Title of Passage	Description	Title of Passage	Description
Informative	L'Igloo	Socials Text	Le Cannibalisme	Article
	Le Couguar	Socials Text	Le Plus Gros Avion	Article
Poetic	Petite Pomme	Poem	Le Kayak	Poem
	L'Ane Perdu	Fable		
Expressive	Au Voleur	Story	Chère Lise	Letter
			Citation/ Proverbe	Quotation/ Proverb
Persuasive	La Pointe du Moulin	Poster	Jeu:Tour de Table	Game Instructions
Graphic Materials	Ferdinand	Cartoon	La Pêche	Bar Graph
	Les Grands Lacs	Map and Table		

Table 5
French Reading Tests:
Classification of Items by Domain

Domain	Item Number	No. of Items	Percent of Items
Grade Four			(n=36)
Vocabulary	4,5,9,10,15,23,27,32	8	22%
Literal Comprehension	1,3,13,18,19,20,24,25,28	9	25
Inferential/Critical Comprehension	2,6,7,8,11,12,14,21,22, 26, 29,30,31	13	36
Graphic Materials	16,17,33,34,35,36	6	17
Grade Seven			(n=33)
Vocabulary	5,11,17,18,23,33	6	18%
Literal Comprehension	4,9,10,12,13,24,25,30,32	9	27
Inferential Comprehension	1,2,6,8,16,22,31	7	21
Critical Comprehension	3,7,14,15,28,29	6	18
Graphic Materials	19,20,21,26,27	5	15

Questionnaires

Initial meetings of the Contract Team and the Advisory Committee determined the major areas to be addressed in the Student, Principal, and Teacher Questionnaires. The questionnaires were then developed by the Contract Team, and they were revised and finalized in consultation with the Advisory Committee. They are described below.

Student Questionnaire

The Student Questionnaire for grade 4 consists of a series of six closed-ended questions designed to gain information on:

a) the students' language background;
b) their leisure activities;
c) the number of English and French library books they read; and
d) their preferred reading materials in English and French.

The Student Questionnaire for grade 7 consists of three parts described below.

Part One contains the same series of questions included in the grade 4 questionnaire.

Part Two has 15 five-point Likert-type items taken from the Student Opinions Scales (Kaufman, Shapson, & Day, 1978). These items form four scales: attitudes toward bilingualism (6 items); motivation for learning French (4 items); anxiety about using French (4 items); and perceived understanding of French-Canadian culture (1 item). Most items on the 1978 instrument were taken or adapted from existing scales and were used with permission of the authors (Clément, Smythe, & Gardner, 1976).

Part Three has a set of four items asking students to rate on a seven-point scale their ability to speak and understand and read and write French.

The questionnaires were included as part of the reading test booklets (see Appendices C and D) and took approximately 10 minutes to complete.

Principal Questionnaire

The Principal Questionnaire (see Appendix E) consists of a series of closed- and open-ended questions designed to yield the following information:

a) administrative experience;
b) program information;
c) goals and objectives for French reading;
d) information and opinions on support services for reading;
e) evaluation of reading; and
f) suggestions for changes or improvement in reading instruction in French immersion.

Teacher Questionnaire

The Teacher Questionnaire (see Appendix E) consists of a series of closed- and open-ended questions on the following topics:

a) teaching experience and training for teaching immersion;
b) information and opinions on support services for reading;
c) use of and in-service for prescribed reading materials;
d) satisfaction with various aspects of prescribed and other reading materials;
e) classroom approaches and techniques;
f) evaluation approaches; and
g) suggestions for changes or improvement in reading instruction in French immersion.

French Speaking Test

Background

The importance of assessing the oral communicative skills of immersion students and the need for the development of reliable instruments and assessment procedures to be used in such evaluations have been underlined by Carey and Cummins (1984). Indeed, despite the emphasis which speaking skills receive in immersion programs, there have been few standardized instruments available to assess this aspect of the children's competence. Recently an instrument to assess the oral communicative skills of grade 3 immersion students was developed by the authors (see Day & Shapson, 1985), and a provincial assessment of these skills was conducted (see Shapson & Day, 1984). This instrument was developed to help fill the gap in the availability of oral tests for immersion children at the primary level. The need for instruments for children in the later grades, however, still remained. This need was reiterated by coordinators of French programs in the Immersion/Cadre Assessment Committee Meeting held at the Ministry of Education in February 1984. Subsequently the B.C. Ministry of Education contracted for the development of a French Speaking Test for grade 7 students.

The B.C. French Speaking Test: Grade 7 (Day, Shapson & Rivet, 1987) was developed and piloted during the spring of 1985 with 54 early and late immersion students from seven schools in the greater Vancouver area. The final version was field-tested in the spring of 1986 with 54 early and late immersion students from nine schools in the greater Vancouver area (see Appendix B for a list of schools). The test is designed to measure the oral proficiency skills of grade 7 students enrolled in early or late French immersion programs and the programme-cadre de français. Oral proficiency is defined as "the student's ability to communicate accurately and effectively in real-life language-use contexts" (Clark, 1975, p. 23). This definition, which combines the linguistic and communicative dimensions of speech, reflects the goals and objectives of immersion programs as stated in Ministry documents (B.C. Ministry of Education, 1979 and 1981).

Description and Rationale

The grade 7 French Speaking Test is a group test composed of three oral tasks based on a town planning activity. The oral tasks are the planning of the town, the composition of a chain story, and an interview. The town planning theme is consistent with the study of human communities and settlements which forms part of the children's social studies curriculum in elementary school. The activity was adapted from an experimental technique devised by Dr. Claire Staab of the University of British Columbia (Staab, 1983). The test has been designed to preserve as much as possible the essential features of communication (e.g., interactional, purposive, unpredictable) as described by Morrow (1979) in discussing communicative language testing. The three oral tasks were developed to elicit speech reflecting a wide variety of language functions as described and classified by Joan Tough (1977) in a longitudinal study of the speech of pre-school and school-aged children conducted in England. Among the main functions described by Tough and elicited by the grade 7 speaking test are self-maintaining and directing, reporting, logical reasoning, predicting, projecting, and imagining.

Group-testing is a relatively new and little used technique in second language testing. It has been used with second language learners at the post-secondary level (Folland & Robertson, 1976) and with young children in the previously mentioned B.C. French Speaking Test for grade 3, where it was found to have many advantages. For example, it helped minimize testing anxiety, reduced testing time, allowed the examiner to interact more naturally with the children, and provided peer-to-peer as well as adult-child language samples. Because of these advantages, group-testing was also used in the design of the speaking test for grade 7.

Procedures

The testing begins with a period of introduction in the classroom which serves to acquaint the children with the examiner and to stimulate their interest and motivation for participating in the test. The examiner introduces and explains the concept of town planning and has the children participate in some examples of the town planning activity which will later be conducted in the testing room. Two groups of three children, randomly chosen by the examiner from a class list previously provided by the teacher, are then asked to participate in the test activities. The testing is conducted in a quiet room separate from the classroom and lasts approximately 30 minutes for each group of three children. The children's voices are recorded, and all recording equipment is set up in advance of the testing. The examiner is provided with a script to follow both in the classroom introduction and the test activities (see Day, Shapson & Rivet, 1987 for the complete script).

In the testing room the three children are seated around a table with the examiner, and the procedures for the **town planning** activity are explained. The materials for this activity include a blank posterboard on which the town will be planned and a set of nineteen cards, each one labelled and representing a building or a set of buildings or facilities that one might find in a town (e.g., school, airport, houses, park, zoo, office buildings). The first child is given three cards and asked to place these where he/she thinks best in the town and to give his/her reasons. The second child is asked to place the next three cards, and then the third child. The activity continues in rotation for a maximum of twenty minutes. Although one child at a time places the cards, the cooperative nature of the activity is stressed; and children are encouraged to comment on each other's decisions, to ask questions, and to offer alternative suggestions. The examiner also participates in the planning by occasionally asking questions and making comments.

In the second activity, the children are asked to compose a **chain story** based on a hypothetical situation in which the animals have escaped from the zoo and are loose in the town. The story is completed in one round, with each child speaking for approximately one minute.

In the third activity, the examiner conducts a two-part **interview** with each child. In the first part, children are asked who they would be and what they would do if they lived in the town and why. In the second part, they are asked to describe the job or occupation they had chosen in the first part.

French Listening Comprehension Test

The French Listening Comprehension Test is a 17-item test designed by the Bilingual Education Project, Ontario Institute for Studies in Education (OISE, 1978), to measure comprehension of French in communicative situations. It is a tape-administered test consisting of six passages recorded from radio broadcasts, interviews, etc. The student listens to the passages and answers multiple-choice questions after each passage. Administration time for the test is approximately 35 minutes.

The test was administered to 129 grade 7 early and 101 grade 7 late immersion students in three school districts in British Columbia as part of a study of immersion programs conducted in spring 1983 (Shapson & Day, 1984). Preliminary B.C. norms were developed on the test as part of the 1983 study.

Samples

The French Reading Tests (grade 4 and 7) and the French Listening Comprehension Test (grade 7) were administered to the entire population of students enrolled in the grade 4 early and the grade 7 early and late immersion programs in British Columbia (see Table 6). This included 1508 grade 4 students from 53 schools. The corresponding figures for grade 7 were 718 early and 616 late immersion students from 29 and 20 schools, respectively.

A sample of approximately one-fifth of the grade 7 students from all but one of the late immersion schools (19/20) and from all but four of the early immersion schools (25/29) was randomly selected by the Contract Team for the administration of the

French Speaking Test.[2] The total numbers tested for speaking were 156 early and 126 late immersion students (see Table 7).

In order to make comparisons with native speakers of French, 18 Francophone students from one school in Winnipeg, Manitoba, were also administered the French Speaking Test. This school was selected in consultation with the Director of the Bureau of French Language Education for the province, who was asked to suggest a school in which the students were judged to be similar to students enrolled in immersion programs in socio-economic level.

All principals of early and late immersion schools and all teachers of grade 4 early and grade 7 early and late immersion classes were asked to complete the questionnaires (see Table 8).

Table 6
Population for the French Reading (Grades 4 and 7)
and the French Listening (Grade 7) Tests[a]

	Grade 4	Grade 7	
	Early	Early	Late
No. Districts	23	16	11
No. Schools	53	29	20
No. Students	1508	718	616

[a] Based on unofficial September 1986 enrollments provided by the Student Assessment Branch.

Table 7
Sample/Population Ratio for the French Speaking Test (Grade 7)

Districts		Schools		Students	
Early	Late	Early	Late	Early	Late
15/16	10/11	25/29	19/20	156/718	126/616

---

[2] These schools were excluded from the sample because their grade 7 enrollments were too small to justify the expense of test administration.

Table 8
Population for the Principal and Teacher Questionnaires

	Early	Late
Principals	52	20
Teachers		
Grade 4	72	-
Grade 7	35	26

Administration Procedures

The schedule for the administration of the instruments is illustrated in Table 9.

Table 9
Schedule for the Administration of the Instruments

Instrument	Administration Time	Responsibility for Administration
French Reading Tests and Student Questionnaires	May 19-22, 1987	Assessment Branch
French Speaking and Listening Tests[a]	April 22-May 20, 1987	Contract Team
Teacher and Principal Questionnaires	March-April, 1987	Assessment Branch

[a] The French Speaking Test was also administered by the Contract Team to native French-speaking students in Manitoba in fall 1987.

French Reading Tests and Student Questionnaires

The reading assessment materials were sent to the Superintendents of all participating school districts by the Student Assessment Branch towards the end of April 1986. A package of materials for each school in the district offering grade 4 and/or grade 7 immersion was included; the packages contained instructions to principals and teachers and class sets of grade 4 and grade 7 student booklets containing the Student Questionnaires and French Reading Tests.

Principals were asked to distribute the student booklets and administration instructions to teachers and to collect all materials and return them to district offices for forwarding to the Student Assessment Branch. Teachers were asked to administer the tests during the week of May 19th to May 22nd, 1987. Approximately one hour was allowed for the completion of the Student Questionnaire and Reading Test. The due date for the return of all materials was May 25.

French Speaking and Listening Tests

All testing of speaking and listening was conducted by the Contract Team during the period from April 22nd to May 20th. A schedule for the administration of the French Speaking and Listening Tests was established by the Contract Team. The participating schools were informed of their schedule and testing procedures by the Student Assessment Branch, and they were asked to confirm or change their schedules directly with the Contract Team. The Francophone comparison group students were tested for speaking by the Contract Team near the beginning of their grade 8 year (November 1987).

Three Francophone examiners with previous classroom and/or testing experience were hired by the Contract Team to conduct the testing. One of the examiners had assisted in the development and piloting of the Speaking Test and served as the Head Examiner. The examiners were trained in an all-day workshop using a detailed Examiner's Manual and a demonstration video. They then observed two testing sessions conducted by the Head Examiner. Their initial testing sessions were conducted under the supervision of a member of the Contract Team, who also periodically observed subsequent testing sessions to ensure that uniformity was being maintained in the procedures.

Students were administered the Listening Comprehension Test in their classroom and the Speaking Test in a quiet room separate from the classroom. All recording equipment for the Speaking Test was supplied by the Contract Team, and these were set up in advance of the testing.

Teacher and Principal Questionnaires

The teacher and principal survey materials were sent to the Superintendents of participating school districts by the Student Assessment Branch towards the end of March. A package of materials for each school in the district offering grade 4 and/or grade 7 immersion was included. The packages contained: a) a Principal Questionnaire and covering letter; and b) Teacher Questionnaires and covering letters. Principals were asked to complete the Principal Questionnaire and to distribute the Teacher Questionnaires to the grades 4 and 7 immersion teachers in their school. All respondents were asked to return their questionnaires directly to the Student Assessment Branch by April 16, 1987 in the return envelopes provided.

Scoring and Analysis

The Student Assessment Branch completed all scoring and data-analyses of the French Reading and Listening Tests and Student, Teacher and Principal Questionnaires (closed-ended items only). The following series of analyses was conducted:

1. The grade 4 and grade 7 reading tests and the grade 7 listening tests were scored, response distributions prepared, and mean percent correct for each domain calculated. For each item, the percent correct was based on the number of students tested.
2. Alpha-Reliability coefficients were computed for the assessment instruments.
3. Response distributions were prepared for the Student Questionnaire and Student Opinions Scales.
4. Statistical comparisons (t-tests or chi-square comparisons) were conducted between the performance of early and late immersion students on all measures.

The open-ended responses in the Teacher and Principal Questionnaires were content-analyzed by the Contract Team, who also assumed the responsibility for the scoring and analyses of the French Speaking Test. The speaking samples were rated on four-point scales which were designed to measure both the linguistic (e.g., pronunciation) and communicative (e.g., quality of discussion) dimensions of speech. The town planning activity was rated on a) the Quality of Discussion, i.e., complexity and fullness of discussion, development and explanation of ideas, and participation of students; and b) Fluency, i.e., the ease and flow of the student's speech in comparison with native speakers. The story creation activity was rated on Pronunciation, i.e., how well students pronounce French in comparison with native speakers of the language. The interview was rated on the following dimensions: a) Quality of Information, i.e., how well students answer the interview questions; and b) Quality of Description, i.e., how understandable the answers are. Detailed error analyses were also conducted of the children's correctness in the use of verbs in the story and interview tasks and of their grammar in the town planning task. A summary of the scoring is presented in Table 10; the rating scales are included with the presentation of findings in Chapter Six.

Two native French-speaking raters with previous experience in rating oral tests were hired and trained by the Contract Team to conduct the ratings and grammatical analyses for the French Speaking Test. They conducted the ratings under the supervision of a member of the Contract Team, using a Rating Guide which contained written instructions and procedures for conducting the ratings and a set of cassette tapes explaining and illustrating each of the rating scales. Inter-rater reliabilities (Spearman Rank-Order Correlation coefficient) for all rating scales were determined on a set of the test tapes which were rated by both raters. The results are presented in the following section.

The error analyses for the story and interview were conducted directly from the recordings and included all students tested for speaking. The error analyses for the town planning task were conducted from transcriptions of the recordings of a random sub-sample of the town planning discussions. One group discussion (n=3 students) was included from districts with two schools or less and two discussions (n=6 students) from districts with more than two schools, yielding a total of 17 discussions for the early immersion program and 13 discussions for the late immersion program.

Table 10
Summary of Scoring for the
B.C. French Speaking Test: Grade 7

	Town planning	Story	Interview: Part I	Interview: Part II
Rating Scales				
Quality of Discussion	X			
Quality of Information			X	
Quality of Description				X
Fluency	X			
Pronunciation/Intonation		X		
Error Analyses				
Auxiliary être[a]		X		
Use of conditional[a]			X	
Avoir...ans			X	
Major Grammatical Classes (e.g., Articles, Adjectives, Verbs, etc.)[b]	X			

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[a] These error analyses were conducted directly from the recordings; all students tested were included.

[b] These error analyses were conducted from transcriptions of a random sub-sample of the group discussions.

Psychometric Characteristics of the Instruments

Table 11 summarizes the reliability data for the assessment instruments. The reliabilities on the total reading test were quite high; they were .83 for grade 4 and .78

and .79 for grade 7 early and late immersion, respectively. For grade 4, domain reliabilities ranged from .39 for Graphic Materials to .64 for Inferential Comprehension. For grade 7 early and late immersion, they ranged from .30 and .35 in Critical Comprehension to .59 in Literal Comprehension. The lower reliabilities on some of the domains (e.g., Critical Comprehension) suggest that caution is needed in interpreting these domain scores.

On the Student Opinions measure, the reliabilities for early immersion were .43 for the attitudes toward bilingualism scale and .61 and .76 for the anxiety and motivation scales; the corresponding figures for late immersion were .33, .57 and .67. The lower reliability on the attitudes toward bilingualism scale for late immersion suggests the need for caution in interpreting the results for these students. The reliabilities on the self-ratings of knowledge of French scale were .80 (early) and .79 (late); on the Listening Comprehension test, they were .65 (early) and .58 (late).

As one can see by examining the results for the French Speaking Test in Table 12, inter-rater reliabilities were generally quite satisfactory, ranging from .94 to .58 on the Quality of Description, Fluency, and Pronunciation/Intonation Scales. The reliability for the Quality of Information scale was low (.11). Subsequent training for the raters seemed to resolve the discrepancies. However, caution is still needed in interpreting the results for this scale.

Table 11
Reliability Coefficients for the Assessment Instruments

	Grade 4	Grade7	
	Early	Early	Late
Reading			
Vocabulary (n=8, 6)[a]	.59	.40	.36
Literal Comprehension (n=9, 9)	.59	.59	.59
Inferential Comprehension (n=13, 7)	.64	.37	.38
Critical Comprehension (n=6)[b]	-	.30	.35
Graphic Materials (n=6, 5)	.39	.49	.44
Total Reading (n=36, 33)	.83	.78	.79
Listening Comprehension (n=17)	-	.65	.58
Student Opinions Scales			
Attitudes toward bilingualism (n=6)	-	.43	.33
Motivation for learning French (n=4)	-	.76	.67
Anxiety in using French (n=4)	-	.61	.57
Self-ratings of Knowledge of French (n=4)	-	.80	.79

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[a] The first number in parentheses refers to the number of items in the grade 4 test and the second refers to the number of items in the grade 7 test.

[b] This number refers to the grade 7 test. The Critical Comprehension items in the grade 4 test were included in the Inferential Comprehension domain.

Table 12
Inter-Rater Reliabilities for the French Speaking Test

Scale[a]	n	Correlations[b]
Quality of Information	18	.11
Quality of Description	18	.94
Fluency	18	.77
Pronunciation/Intonation	18	.58

[a] Because of the amount of time required for rating students on the Quality of Discussion scale, it was not feasible to have raters co-rate a sufficient number of groups for reliability tests to be conducted. Therefore, reliability data are not provided for this scale.

[b] Spearman Rank-Order Correlation Coefficient.

Interpretation and Reporting

After the data had been analyzed, three Interpretation Panels, one each for the grade 4 early and the grade 7 early and late immersion programs, met to examine and interpret student performance on the French reading and listening comprehension measures. The Panels were composed of teachers, school trustees, district staff, and parents (see Appendix A for a list of participants). The meetings were held in Richmond in early July 1987 and were chaired by members of the Advisory Committee. The procedures were as follows:

1. Prior to the first meeting, panelists were asked to review the test booklets and Table of Specifications and to establish "acceptable" and "desirable" levels of performance for each achievement item.

2. At the meeting, panelists compared the percentage of students in the province who answered each item correctly with their own "acceptable" and "desirable" levels of performance. They then rated performance on each item as: Strong, Very Satisfactory, Satisfactory, Marginal or Weak. Panelists were asked to bear in mind the total population of immersion students in British Columbia at their grade level, the wide range of individual differences among students, the importance of the skill represented by the item, and the curricular validity and difficulty of each item.

3. Panelists then conferred in small groups to discuss their individual ratings and to arrive at a consensus rating. They were advised that the consensus need not be the average or middle rating and were encouraged to arrive at a common rating based on a discussion of their opinions.

4. The Panel as a whole then considered each group's ratings, and a final rating was agreed on. Anecdotal comments were recorded by the chairpersons.

5. After the ratings on the individual items were completed, panelists considered performance on each domain as a whole and determined a rating for each domain according to the procedures outlined in Steps 3 and 4. They were encouraged to comment on strengths and weaknesses in student performance and provide suggestions for improvement.

Following the Interpretation Panel meetings, the Contract Team prepared the following documents, which are intended for general distribution:

- this General Report providing detailed information on all aspects of the assessment; and

- a Summary Report summarizing the results and procedures and presenting the conclusions and recommendations.

The Student Assessment Branch prepared the following documents, which are provided only to the Superintendents of the districts and are not intended for general distribution:

- a District Report for each of the participating school districts describing results for the student population within the district;

- a School Report for each participating school describing results for the student population within the school; and

- School and District Interpretation Guidelines describing procedures to be followed by individual districts in interpreting local results.

The Student Assessment Branch prepared for general distribution an Assessment Update giving a brief summary of the results, conclusions, and recommendations of the assessment.

Chapter Three

RESULTS OF THE STUDENT QUESTIONNAIRES

This chapter presents the results of the Student Questionnaires on various aspects of French reading instruction (grades 4 and 7) and student attitudes and motivation toward learning French (grade 7). The Student Questionnaire for grade 4 was composed of a series of six closed-ended questions designed to gain information on: a) the students' language background; b) their leisure activities; c) the number of English and French library books they read; and d) their preferred reading materials in English and French. The Student Questionnaire for grade 7 consisted of three parts, the first of which is the same series of questions included in the grade 4 questionnaire. Part Two had 15 five-point Likert-type items forming the following four scales: attitudes toward bilingualism (6 items); motivation for learning French (4 items); anxiety about using French (4 items); and perceived understanding of French-Canadian culture (1 item). Part Three was composed of a set of four items asking students to rate on a seven-point scale their ability to speak and understand and read and write French. The questionnaires are provided in Appendices C and D with the distributions of student responses for each question.

Student Information

Language Background

The results for the questions designed to gain background information from the students on gender, language first learned, and language currently spoken at home are presented in Table 13. There is a far higher percentage of girls than of boys enrolled in the late immersion program (63% vs 37%). While a somewhat higher percentage of girls than of boys is also enrolled in early immersion (56% vs. 44%), the gender difference is much smaller in early than in late immersion.

The large majority of all groups of students (90% and over) reported that English was the language they first learned to speak at home. Only a very small minority in any of the groups reported that this language was French (5% or less) or another language (8% or less). The large majority of all groups of students (95% and over) also reported that English was the language they spoke most often at home. Only a very small minority in any of the groups (3% or less) reported that the language spoken most often at home was French or another language.

Table 13
Language Background Information (#1, 2)[a]

	Early Immersion Grade 4 (n=1451)[b]	Early Immersion Grade 7 (n=684)[b]	Late Immersion Grade 7 (n=585)[b]
Gender			
Male	44%	44%	37%
Female	56	56	63
Language first learned			
English	93%	90%	91%
French	2	5	1
Another Language	5	5	8
Language spoken most often at home			
English	95%	97%	95%
French	3	1	2
Another Language	2	2	3

[a] In this and subsequent tables, the numbers in parentheses refer to the item numbers in the questionnaire.

[b] Since the percentage of students not responding to the background questions was very small (1% or less), the "no response" data are not included in the tables.

Preferred Leisure Activities

In order to determine what leisure activities students preferred, they were asked what they would **most** and **least** likely do if they had some free time. The results in Table 14 indicate that the **most preferred** activity for all groups of students was **playing a game or sport**. Over one-third of the students (35% or more) selected this as their most likely activity, and only a very small minority (12% and less) selected this as their least likely activity. The second most preferred activity was **reading** for the grade 4 students and **watching T.V.** for the grade 7 students.

The **least preferred** activity for all groups of students was **going to a movie**, and the second least preferred activity was **reading**. The percentages of grade 7 students who indicated that they would least likely read were higher than those who said that they would most likely do so (30% vs. 22% for the early and 28% vs. 25% for the late immersion students). And even though the grade 4 students had indicated reading as their second most popular activity, a large percentage (26%) gave this as their least popular activity.

Table 14
Preferred Leisure Activities (#3,4)

	Early Immersion		Late Immersion
	Grade 4 (n=1451)	Grade 7 (n=684)	Grade 7 (n=585)
Most likely do?			
Watch T.V.	23%	27%	26%
Go to a movie	11	10	9
Play a game or sport	35	40	40
Read	30	22	25
Least likely do?			
Watch T.V.	20%	14%	15%
Go to a movie	42	45	45
Play a game or sport	10	10	12
Read	26	30	28

Number of Library Books Read Each Month

When asked how many **English** library books they usually read each month, the highest percentage of students in all groups (30% and over) specified from "three to five" books (see Table 15). In contrast, when asked how many **French** library books they usually read each month, the highest percentages specified "one or two" books (34% in grade 4 and 60% and 56% in grade 7 early and late, respectively). In all groups the percentages of students who said that they read a great number of library books (i.e., from "six to ten" or "more than ten") were much higher for English than they were for French (grade 4, 49% vs. 27%; grade 7 early, 31% vs. 2%; grade 7 late, 38% vs. 6%). Conversely, the percentages of students who said that they read **no** library books were much higher for French than they were for English, particularly in grade 7 (grade 7 early, 24% vs. 4%; grade 7 late, 16% vs. 4%).

Comparisons of the results across the grade levels suggest that the students in grade 4 tend to read more library books in both English and French than do those in grade 7. A higher percentage of grade 4 than of grade 7 students said that they read "more than ten" English (24% vs. 14% and 17%) or "more than ten" French library books (10% vs. 0% and 2%).

Table 15
Number of Library Books Read Each Month (#5)

	Early Immersion		Late Immersion
	Grade 4 (n=1451)	Grade 7 (n=684)	Grade 7 (n=585)
English library books			
None	2%	4%	4%
One or two	19	32	27
Three to five	30	33	31
Six to ten	25	17	21
More than ten	24	14	17
French library books			
None	6%	24%	16%
One or two	34	60	56
Three to five	32	13	22
Six to ten	17	2	4
More than ten	10	0	2

Preferred Reading Materials

A final set of items in the Student Questionnaire was designed to determine student preferences for various types of reading materials in French and English. An examination of the results in Table 16 indicates that all groups of students preferred English over French materials. In all cases the percentages of students who said that they "very much" or "sometimes" liked the English materials were higher than they were for the corresponding French materials. Conversely, the percentages of students who said that they "usually didn't like" or "never read" the materials were higher for French than for English.

For the grade 4 students, comic or cartoon books and fiction were the most preferred among the **English** materials, followed by non-fiction and magazines or newspapers. As the response distributions show (see Table 16), the great majority of students (71% and over) said that they "very much" or "sometimes" liked all these categories of English materials.

The pattern of preference for the **French** materials was similar to that for the English materials. However, while over one-half of the grade 4 students (59% and over) said that they "very much" or "sometimes" liked French comic or cartoon books and French fiction and non-fiction, only approximately one-third (36%) said that they "very much" or "sometimes" liked French magazines or newspapers, and close to one-half (49%) said that they "usually didn't like" or "never read" them.

Table 16
Opinions on English and French Reading Materials: Grade 4 Early (#6)

	English Materials (n=1451)	French Materials (n=1451)
Magazines or newspapers		
Very much/Sometimes like	71%	36%
Can't decide	12	14
Usually don't like/Never read	16	49
Comic books or cartoon books		
Very much/Sometimes like	89%	67%
Can't decide	3	10
Usually don't like/Never read	7	22
Short stories or novels (fiction)		
Very much/Sometimes like	87%	65%
Can't decide	8	15
Usually don't like/Never read	5	19
Books that give you facts and information (non-fiction)		
Very much/Sometimes like	76%	59%
Can't decide	12	16
Usually don't like/Never read	11	24

Turning to the grade 7 results in Table 17, one observes that the preferences of the early and late immersion students were similar. Among the English materials, magazines or newspapers and fiction were most preferred in both programs, followed by comic or cartoon books and non-fiction. The great majority of early and late immersion students (83% and over) said that they "very much" or "sometimes" liked

English fiction, magazines or newspapers, and comic or cartoon books. Over three-fifths in each group (early, 63% and late, 62%) also felt this way about English non-fiction; however, one should note that one-fifth or more (early, 20% and late, 24%) said that they "usually didn't like" or "never read" this type of material.

The pattern of preference for the French materials was somewhat different than it was for the English materials. French fiction and comic books were most preferred, with over one-half of the grade 7 early and late immersion students (51% and over) saying that they "very much" or "sometimes" liked these kinds of materials. Less than one-half of the students (44% and less), however, said that they "very much" or "sometimes" liked French magazines or newspapers and non-fiction, and a high percentage (37% and over) said they "usually did not like" or "never read" these materials.

Table 17

Opinions on English and French Reading Materials: Grade 7 (#6)

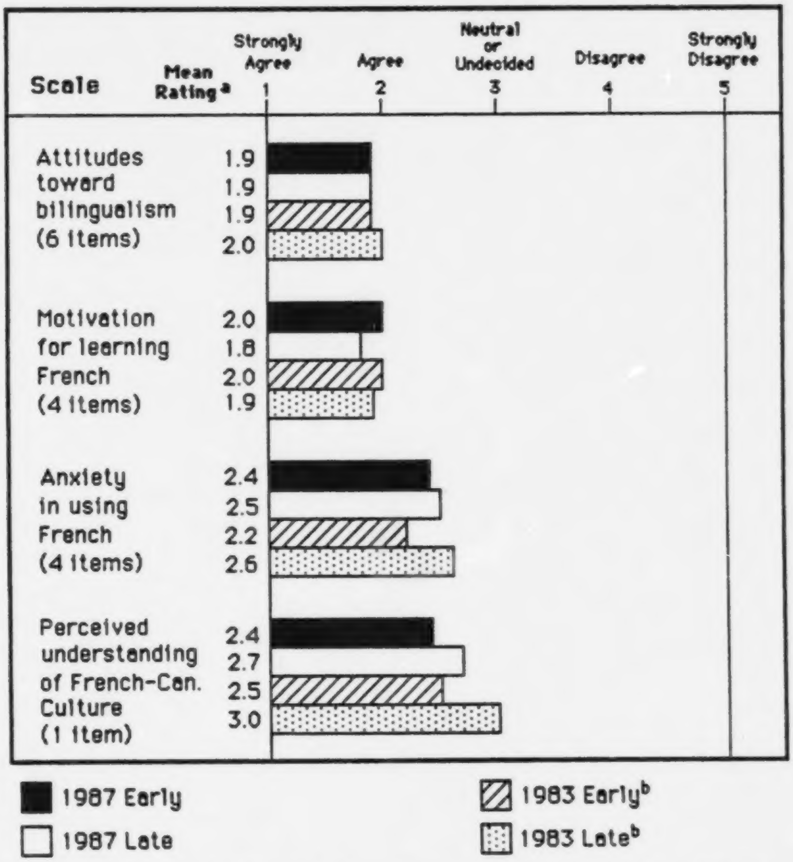
	English Materials		French Materials	
	Early (n=684)	Late (n=585)	Early (n=684)	Late (n=585)
Magazines or newspapers				
Very much/Sometimes like	94%	92%	32%	44%
Can't decide	3	3	14	16
Usually don't like/Never read	3	4	54	40
Comic books or cartoon books				
Very much/Sometimes like	83%	84%	51%	62%
Can't decide	4	3	11	12
Usually don't like/Never read	13	13	37	26
Short stories or novels (fiction)				
Very much/Sometimes like	93%	91%	53%	62%
Can't decide	3	5	14	15
Usually don't like/Never read	4	4	32	23
Books that give you facts and information (non-fiction)				
Very much/Sometimes like	63%	62%	39%	42%
Can't decide	17	14	24	18
Usually don't like/Never read	20	24	37	40

Student Opinions (Grade 7)

Figure 3 presents the results for the Student Opinions Questionnaire assessing student attitudes on the following scales: attitudes toward bilingualism, motivation for learning French, anxiety in using French, and perceived understanding of French-Canadian culture. The mean ratings are based on a five-point scale, with 1 as the positive end and 5 as the negative end. The Figure also contains comparative data on the performance of grade 7 early and late immersion students from three school districts in British Columbia who were tested in spring 1983 (see Shapson & Day, 1984).

The attitudes of the grade 7 early and late immersion students in 1987 were quite positive; the mean ratings were at about the mid-point or lower on all scales. Students were most positive in their attitudes toward bilingualism and motivation for learning French (mean ratings of 2.0 and lower). The performance of the current provincial groups of early and late immersion students was similar on all scales to that of their counterparts from the three school districts previously tested in 1983.

Figure 3
Grade 7 Student Opinions Questionnaire: Scale Results



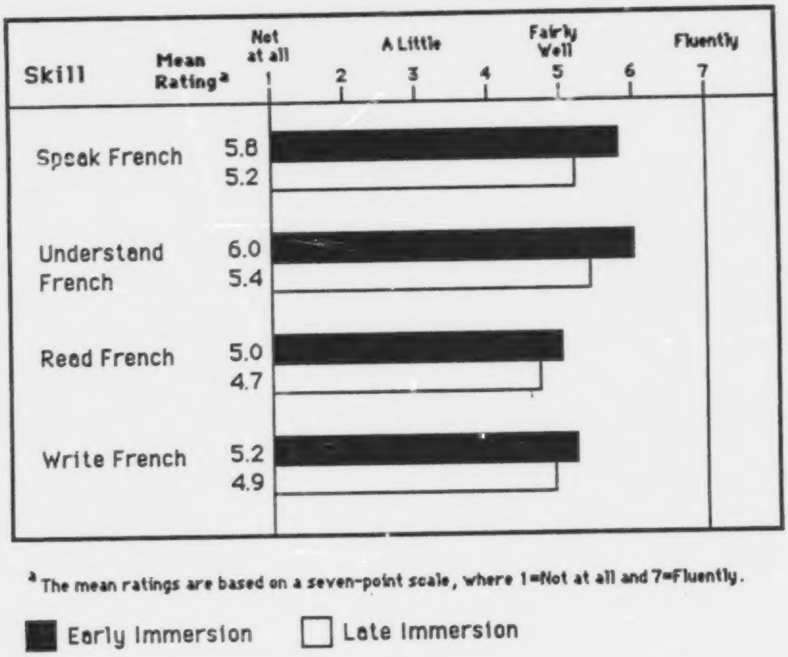
[a] Based on a five-point scale with 1 as the positive end and 5 as the negative end. A lower mean rating indicates more positive findings.

[b] n=129 early and 101 late immersion students.

Self-Ratings of Knowledge of French (Grade 7)

The results for the students' self-ratings of their knowledge of French, which are illustrated in Figure 4, indicate that the grade 7 early and late immersion students rated their ability to speak and understand and to read and write French quite highly. The mean ratings for the early immersion students ranged from 5.0 for reading French to 6.0 for understanding French (based on a seven-point scale where 5=fairly well and 7=fluently), while those for the late immersion students ranged from 4.7 for reading French to 5.4 for understanding French. Both groups of students tended to rate their aural/oral communication skills (i.e., understanding and speaking) in French slightly higher than their literacy skills (i.e., reading and writing).

Figure 4
Grade 7 Students' Self-Ratings of Knowledge of French



[a] The mean ratings are based on a seven-point scale, where 1=Not at all and 7=Fluently.

Chapter Four

RESULTS OF THE FRENCH READING TESTS

In May 1987, 1451 grade 4 early and 1269 grade 7 early and late immersion students in 72 schools wrote the first provincial assessment of French reading. According to estimated fall 1986 enrollments, the participation rates were 96% of the grade 4 and 95% of the grade 7 early and late immersion students (see Table 18).

Table 18
Participation Rates for the French Reading Tests

	No. Students Participating/ Total No. Students	Participation Rate[a]
Early Immersion		
Grade 4	1451/1508	96%
Grade 7	684/718	95%
Late Immersion		
Grade 7	585/616	95%

[a] Based on estimated fall 1986 enrollments provided by the Student Assessment Branch.

This chapter presents the results of the performance of the grades 4 and 7 immersion students in French reading. The results are organized by domain. Within each domain the item-level results and Interpretation Panel judgements on the quality of performance for each item are presented, along with the mean performance and Interpretation Panel judgements for the domain as a whole. The reading items with distributions of student reponses are presented in Appendices C and D.

Reading Results: Grade 4 Early Immersion

The grade 4 reading test included 36 multiple-choice items representing the following four domains: 1. Vocabulary; 2. Literal Comprehension; 3. Inferential/Critical Comprehension; and 4. Graphic Materials. Interpretation Panel members first made judgements about student performance for each of the items within the domain and then considered the quality of student performance for the domain as a whole, using the following ratings:

Strong
Very Satisfactory
Satisfactory
Marginal
Weak

Vocabulary

Domain 1 included eight vocabulary items. Three items tested the students' ability to recognize **familiar** or high frequency words or expressions, and five items tested their ability to use context to determine the meaning of **unfamiliar** or low frequency words or expressions. All items were taken from the reading passages and were included with the comprehension questions for the passage. The item-level results are presented in Table 19 in rank-order of student performance. The mean performance and Panel judgements for the domain as a whole are given at the bottom of the table.

Familiar words or expressions. As Table 19 illustrates, three-fifths (60%) of the students correctly answered the item requiring them to recognize the meaning of the prepositional phrase "au sommet de"; this performance was rated as Satisfactory by the Interpretation Panel. Less than one-half of the students (48%), however, could correctly identify the antonym of the adjective "timide" (item 23), and only a little over two-fifths (43%) could recognize "épuisé" as the most suitable replacement for the adjective "fatigué" (item 32). These performances were considered Marginal (item 23) and Weak (item 32) by the Interpretation Panel.

An examination of the response distribution for item 23 suggests that many students may not have cued in to the fact that they were asked to choose an antonym for "timide," for approximately twenty percent (20%) chose the synonym "gêné" as their response. However, a similar percentage (20%) also chose "solitaire," an adjective which appears in the same phrase as "timide" in the text, indicating that they either did not know the meaning of "timide" or were careless in responding.

23. Quel est le contraire du mot timide?

%		
20	1.	gêné
11	2.	lent
48	3.	agressif
20	4.	solitaire
2		No response

Table 19
French Reading Results for Grade 4 : Domain 1, Vocabulary

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
		Familiar Words or Expressions		
4	au sommet	Informative (L'Igloo)	60%	Satis.
23	timide	Informative (Le Couguar)	48	Marginal
32	fatigué	Poetic (L'Ane Perdu)	43	Weak
		Unfamiliar Words or Expressions		
9	tend l'oreille	Expressive (Au Voleur)	87%	Strong
27	à découvrir	Persuasive (Pointe du Moulin)	70	Very Sat.
10	se gaver	Expressive (Au Voleur)	69	Very Sat.
15	je n'en puis plus	Poetic (Petite Pomme)	69	Very Sat.
5	évalue	Informative (L'Igloo)	43	Marginal
		DOMAIN MEAN:	61%	
		DOMAIN RATING: SATISFACTORY		

Unfamiliar words or expressions. In contrast to the rather low student performance on the familiar words or expressions, the majority of students (69% and over) correctly answered all but one of the five items measuring their ability to determine the meaning of unfamilar words or expressions in context. One item requiring students to recognize the meaning of the expression "tend l'oreille" (item 9) was answered correctly by 87% of the students and received a Panel rating of Strong. Three other items requiring students to recognize the meaning of the expressions "à découvrir" (item 27) and "je n'en puis plus" (item 15) and of the verb "se gaver" (item 10) were answered correctly by over two-thirds of the students (70%, 69%, and 69%, respectively) and received ratings of Very Satisfactory.

Students appear to have had difficulty with only one item requiring them to choose the correct replacement "détermine" for the verb "évalue" in the following sentence: "Il évalue la direction du vent" (item 5). Only a little over two-fifths of the students (43%) correctly answered this item, and their performance was considered Marginal. Nearly one-third of the students (31%) chose the very familiar verb "change" as their response. These students appear not to have considered the implications of their response carefully enough, for the use of this verb in the sentence would have been inconsistent with the meaning of the text.

Overall, however, the grade 4 students demonstrated a good ability to infer the meaning of unfamiliar words from context; the following item is illustrative of their ability:

10. Quel mot pourrait remplacer se gaver dans la phrase: "Le raton laveur est en train de se gaver comme s'il était à la fête"?

%	
69	1. manger
7	2. se cacher
6	3. se sauver
17	4. jouer
1	No response

Over two-thirds of the children (69%) were able to use the contextual cues available in the text to infer the meaning of the verb "se gaver." It is also noteworthy that many of those who did not make the correct choice (17%) chose the verb "jouer," which was at least semantically consistent with the notion of "fête" in the sentence.

The mean performance and the Interpretation Panel's judgements for Domain I as a whole are also given in Table 19. Mean performance on the Vocabulary domain was 61%; and the Panel rated overall performance as Satisfactory. Anecdotal comments indicate that the Panel judged performance to be Satisfactory mainly because they had relatively modest expectations of the children's vocabulary skills. Panel members felt strongly that the vocabulary base of immersion children needed to be expanded. They recommended more emphasis on the teaching of synonyms and antonyms and the development of teaching strategies to develop vocabulary through context.

Literal Comprehension

The Literal Comprehension domain contained nine items which measured the children's ability to understand main ideas, relationships, and relevant information when explicitly stated in the text. It is recalled that classification of items in this and all other domains was determined by the item-writers and Review Panel members; thus the classifications reflect the views of representative panels of teachers as to what items validly constitute the domain. Table 20 presents the item-level results and Interpretation Panel ratings for Domain 2.

Table 20
French Reading Results for Grade 4: Domain 2, Literal Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
20	Pertinent Info.	Informative (Le Couguar)	92%	Strong
3	Main Idea	Informative (L'Igloo)	84	Very Sat.
13	Pertinent Info.	Poetic (Petite Pomme)	81	Very Sat.
28	Relationship	Poetic (L'Ane Perdu)	79	Very Sat.
25	Pertinent Info.	Persuasive (Pointe du Moulin)	78	Satis.
19	Pertinent Info.	Informative (Le Couguar)	70	Satis.
18	Pertinent Info.	Informative (Le Couguar)	70	Satis.
24	Pertinent Info.	Persuasive (Pointe du Moulin)	66	Satis.
1	Pertinent Info.	Informative (L'Igloo)	52	Marginal
		DOMAIN MEAN:	75%	
		DOMAIN RATING: VERY SATISFACTORY		

Over ninety percent of the students (92%) correctly answered item 20, which required them to understand pertinent information from the Informative text, Le Couguar. This performance was rated as Strong by the Interpretation Panel. Over eighty percent of the students (84% and 81%) correctly answered items 3 and 13, requiring them to understand the main idea in the Informative text, L'Igloo, and pertinent information from the Poetic text, Petite Pomme. Close to eighty percent (79%) correctly answered item 28, requiring them to understand a causal relation in the Poetic text, L' Ane Perdu. These performances were judged to be Very Satisfactory by the Interpretation Panel.

From two-thirds to over three-fourths of the students (66% to 78%) successfully answered four items measuring their ability to understand pertinent information from the Informative text, Le Couguar (items 18 and 19), and the Persuasive text, La Pointe du Moulin (items 24 and 25). These performances were all judged to be Satisfactory by the Interpretation Panel.

Only slightly more than one-half of the students (52%), however, were successful in answering an item requiring them to understand pertinent information from L'Igloo (item 1); this performance was considered as Marginal. An examination of the response choices for this item (see below) suggests that a large percentage of students (38%) based their response on their expectations of when an igloo would be used rather than on the information provided in the passage.

1. Quand l'Inuit se sert-il d'un igloo?

%	
52	1. quand il va à la chasse
38	2. quand les vents sont forts
3	3. quand il va à la pêche
4	4. quand il y a du soleil
2	No response

The mean performance in the Literal Comprehension domain was 75%, which was judged as Very Satisfactory by the Interpretation Panel. It is noted, however, that there was some variation in the opinions of the individual members, with five of nine members on the Panel considering performance as Satisfactory or Marginal (4 members and I member, respectively) and the other four considering it as Very Satisfactory or Strong (2 members each).

Although students performed well, higher performance could be achieved by encouraging students to read more carefully and accurately. In addition students could profit from greater practice in deriving accurate information from a variety of functional texts such as posters, recipes, and game instructions.

Inferential/Critical Comprehension

The Inferential/Critical Comprehension domain contained a total of 13 items. Eleven of the items measured the students' ability to infer and understand main ideas and relevant information when not stated directly in the text and to recognize and interpret relationships, make generalizations, and form hypotheses and conclusions. Two items (items 8 and 14) measured Critical Comprehension, specifically the ability to understand the author's purpose. Because there were too few items to constitute a separate domain, they were combined with the Inferential Comprehension domain. The item-level results and Interpretation Panel standards for Domain 3 are presented in Table 21.

Over eighty percent (81%) of the students correctly answered the item requiring them to infer the main idea of the Poetic text, Petite Pomme (item 11). This was considered a Strong performance by the Interpretation Panel. Over three-fourths of the students (78% and 76%) correctly answered items 2 and 12, requiring them to infer the relationships in the Informative text, L'Igloo, and the Poetic text, Petite Pomme, and over two-thirds (71%) correctly answered item 30, requiring them to infer the main idea in the Poetic text, L'Ane Perdu. The Interpretation Panel judged performance on all three of these items to be Very Satisfactory. The Panel also judged performance on one other item (item 6) in Domain 3 as Very Satisfactory. However, this item, which required students to understand pertinent information from the Expressive text, Au Voleur, was answered correctly by only one-half (50%) of the students.

Table 21
French Reading Results for Grade 4: Domain 3, Inferential/Critical Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
11	Main Idea	Poetic (Petite Pomme)	81%	Strong
2	Relationship	Informative (L'Igloo)	78	Very Sat.
12	Relationship	Poetic (Petite Pomme)	76	Very Sat.
30	Main Idea	Poetic (L'Ane Perdu)	71	Very Sat.
6	Pertinent Info.	Expressive (Au Voleur)	50	Very Sat
29	Pertinent Info.	Poetic (L'Ane Perdu)	67	Satis.
22	Conclusion	Informative (Le Couguar)	63	Satis.
31	Relationship	Poetic (L'Ane Perdu)	54	Satis.
8[a]	Author's Purpose	Expressive (Au Voleur)	43	Satis.
7	Relationship	Expressive (Au Voleur)	41	Satis.
21	Main idea	Informative (Le Couguar)	35	Satis.
14[a]	Author's Purpose	Poetic (Petite Pomme)	32	Satis.
26	Pertinent Info.	Persuasive (Pointe du Moulin)	37	Marginal
		DOMAIN MEAN:	56%	

DOMAIN RATING: VERY SATISFACTORY

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[a] These items more properly belong to a separate domain, i.e., Critical Comprehension; but they were combined with the Inferential Comprehension domain because of the small number of items.

Two-thirds of the students (67%) successfully answered item 29, measuring their ability to understand pertinent information from the Poetic text, L'Ane Perdu. Over three-fifths (63%) could successfully draw a conclusion from the Informative text, Le Couguar (item 22), and over one-half (54%) could infer a relationship in the Poetic text, L'Ane Perdu (item 31). The Interpretation Panel judged performance on all three of these items as Satisfactory. The Panel also judged student performance on four other items in the Inferential/Critical Comprehension domain as Satisfactory. However, the percentage of students answering these items correctly was rather low, ranging from 32% to 43%. The Panel considered item 21, which required students to infer the main idea from the passage on cougars, and item 14, which required them to interpret the author's purpose in the poem, to be quite difficult. This explains the relatively high ratings (i.e., Satisfactory) given to the rather low performance on these items (i.e., 35% and 32%, respectively). Similarly, they considered the Au Voleur passage and accompanying inferential comprehension items to be difficult, and they rated performance as Satisfactory despite the low percentages of students answering these items correctly (i.e., 41% and 43% for items 7 and 8, respectively). It should be noted that these items and passages were reviewed and accepted by the Advisory Committee and Review Panels as appropriate in difficulty level for the grade 4 students. It would appear that the latter groups had higher expectations of the children's ability to deal with these items than were borne out by the results.

As can be seen from Table 21, a rather low percentage (37%) of students correctly answered item 26, which required them to infer and understand relevant information from the Persuasive text, La Pointe du Moulin. This performance was rated as Marginal by the Interpretation Panel.

Despite these results, children showed admirable evidence of their inferential skills and their ability to read carefully. For example, students performed well in inferring the main idea from the Poetic text, L'Ane Perdu.

30. Le fermier dit qu'il a seulement cinq ânes. Qu'est-ce qui est vraiment arrivé?

%		
8	1.	Il a vendu un âne.
71	2.	Il a mal compté.
3	3.	Un âne est mort.
16	4.	Un âne est parti.
2		No response

They also performed well on a difficult item from the Igloo text:

2. Si le vent souffle de l'est, où place-t-on la porte d'entrée?

%		
6	1.	au sud
6	2.	à l'est
78	3.	à l'ouest
8	4.	au nord
2		No response

The mean performance on all items in Domain 3 was 56%. Panel members judged this performance to be Very Satisfactory. As was the case for their ratings on many of the individual items, they gave a rather high rating to overall student performance because they perceived some items and passages to be relatively difficult. Although the grade 4 immersion children displayed good inferential skills on many of the items, the low mean performance on other items indicates that there is considerable room for improvement. To this end, the Contract Team recommends a strong focus on higher level comprehension skills and opportunities for extensive and more varied reading experiences in French.

Graphic Materials

This domain contained a total of six items. Four items measured the students' ability to obtain information from a table and from a map, and two measured their ability to interpret a cartoon without words. The results are given in Table 22.

The great majority of students (90% and 84%) correctly answered the items measuring their ability to obtain information from a table (items 33 and 34). Approximately three-fourths (78% and 72%) also correctly answered the items measuring their ability to interpret a cartoon (items 16 and 17). These performances were judged to be Very Satisfactory. Approximately three-fifths of the students (59%) were successful on one of the items related to the map (item 35). This received a rating of Very Satisfactory in spite of the fact that this was not a particularly difficult item. Although a larger percentage (70%) was successful on the other map item (item 36), this was rated as only Satisfactory by the Interpretation Panel.

Mean performance on the Graphic Materials domain as a whole was 75%. The Panel judged this performance to be more than Satisfactory, and this is indicated in Table 22 as Satisfactory +. The Panel underlined the importance of including items measuring students' ability to gain information from and interpret graphic material in an assessment of reading.

Table 22
French Reading Results for Grade 4: Domain 4, Graphic Materials

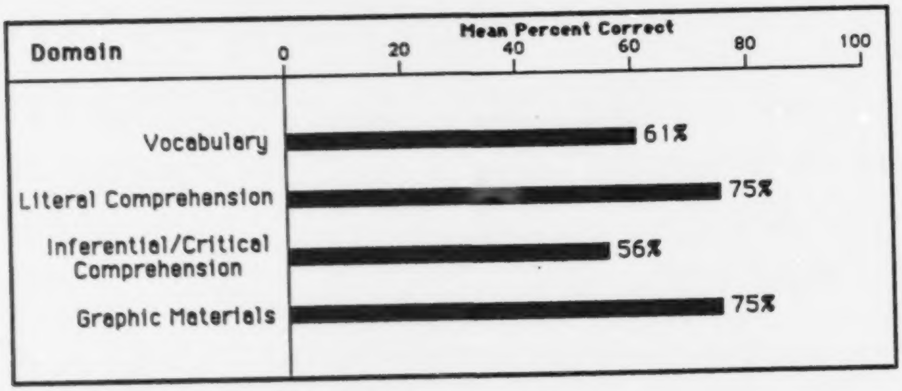
Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
33	Table	Graphic Materials (Les Grands Lacs)	90%	Very Sat.
34	Table	Graphic Materials (Les Grands Lacs)	84	Very Sat.
16	Cartoon	Graphic Materials (Ferdinand)	78	Very Sat.
17	Cartoon	Graphic Materials (Ferdinand)	72	Very Sat.
35	Map	Graphic Materials (Les Grands Lacs)	59	Very Sat.
36	Map	Graphic Materials (Les Grands Lacs)	70	Satis.
		DOMAIN MEAN:	75%	
		DOMAIN RATING: SATISFACTORY +		

Summary

Figure 5 displays the mean performance of the grade 4 students in each of the domains. As can be seen, the grade 4 early immersion students' performance was highest (in terms of mean percent correct) in the Literal Comprehension and Graphic Materials domains and lowest in the Inferential/Critical Comprehension domain. The Interpretation Panel rated the Vocabulary and Graphic Materials domains as Satisfactory and the Literal and Inferential/Critical Comprehension domains as Very Satisfactory.

The high rating given to the Inferential/Critical Comprehension domain despite the modest mean performance (56%) was given in recognition of the difficulty of some of the items and the apparent lack of emphasis on inferential and critical reading in many immersion programs. In order to raise student performance in this domain, emphasis should be placed on developing higher level comprehension skills not only through questioning and discussion but also through direct instruction in comprehension strategies, as has been suggested in much of the recent research on reading. In order to raise student performance in all domains, priority should be given to extending students' actual reading experiences both in and out of school, as it is through independent reading, according to research, that high achievement and fluency in reading and vocabulary growth can best be promoted.

Figure 5
Grade 4 Early Immersion: Mean Performance by Domain



Interpretation Panel Ratings:

Vocabulary	Satisfactory
Literal Comprehension	Very Satisfactory
Inferential/Critical Comprehension	Very Satisfactory
Graphic Materials	Satisfactory +

Reading Results: Grade 7 Early Immersion

The grade 7 reading test included 33 multiple choice items representing the following five domains: 1. Vocabulary; 2. Literal Comprehension; 3. Inferential Comprehension; 4. Critical Comprehension; and 5. Graphic Materials.

Vocabulary

Domain 1 contained six items designed to measure the students' ability to use context to determine the meaning of unfamilar words or expressions. All items were taken from the reading passages and were included with the comprehension questions for the passage. The results are presented in Table 23.

Table 23
French Reading Results for Grade 7 Early Immersion: Domain 1, Vocabulary

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
23	mastodonte	Informative (Le Plus Gros Avion)	85%	Strong
5	cela vire en gaffe	Expressive (Chère Lise)	84	Very Sat.
33	accorder	Persuasive (Tour de Table)	81	Very Sat.
18	chair	Informative (Le Cannibalisme)	73	Satis.
11	les sages	Poetic (Le Kayak)	62	Marginal
17	élevage	Informative (Le Cannibalisme)	33	Weak
		DOMAIN MEAN:	70%	
		DOMAIN RATING: SATISFACTORY		

A large percentage of students (81% and over) were successful in answering three of the six Vocabulary items. Item 23, which required students to determine from context the meaning of the adjective "mastodonte," was answered correctly by 85% of the students and received a Panel rating of Strong. Items 5 and 33, which required students to determine the meanings of the expression "cela vire en gaffe" (item 5) and of the verb "accorder" (item 33), were answered correctly by 84% and 81% of the students, respectively, and received a Panel rating of Very Satisfactory.

Approximately three-fourths of the students (73%) were successful in answering item 18, which dealt with the meaning of the noun "chair"; this performance was considered as Satisfactory by the Panel. Over three-fifths (62%) were successful on item 11, a performance which was considered as Marginal. This item required students to determine the meaning of "les sages" in the following passage:

> Ecoutez les vieux,
> les sages,
> Il faut obéir à leurs ordres,
> Alors, même en hiver,
> Vous réussirez avec fierté.

As the following response distribution shows, nearly one-fourth of the students (22%) neglected to consider the context in which the word appeared and therefore incorrectly chose option 1, which reflects the more commonly known meaning of the word (i.e., ceux qui sont tranquilles).

11. A la treizième ligne, qui sont les sages?

%	
22	1. ceux qui sont tranquilles
11	2. ceux qui ont de la fierté
4	3. ceux qui sont dangereux
62	4. ceux qui ont de l'expérience
1	No response

On the final item in Domain 1 (item 17), only one-third of the students (33%) succeeded in determining from context the meaning of the word "élevage." This was considered a Weak performance by the Panel.

The mean performance for the Vocabulary domain as a whole was 70%. The Interpretation Panel judged the early immersion students' overall performance in this domain as Satisfactory. Although these results indicate that overall student performance was good, one can strive for even better performance in this domain. As vocabulary growth is facilitated by reading, extending the time spent on reading is likely to expand the children's strategies for inferring the meaning of new words from context. In addition, research on vocabulary instruction in the first language should be explored to find alternative and more promising techniques for vocabulary teaching than conventional definition approaches.

Literal Comprehension

The Literal Comprehension domain contained nine items measuring the students' ability to understand main ideas, relationships, and pertinent information when explicitly stated in the text. The results in Table 24 indicate that the large majority of early immersion students (93% and 83%) were successful in answering item 10, which required them to understand pertinent information from the poem, Le Kayak, and item 4, which required them to understand a causal relationship in the letter, Chère Lise. These performances were rated as Very Satisfactory by the Interpretation Panel.

A large majority (82% and over) were also successful in answering three other items in Domain 2; and they all received Satisfactory ratings from the Interpretation Panel. These items measured the ability to understand pertinent information from the Persuasive text, Tour de Table (item 30), and the main idea from the Informative text, Le Plus Gros Avion (item 25), and to recognize relationships in another Informative text, Le Cannibalisme (item 13). Three other items dealing with pertinent information from a variety of text categories also received Satisfactory ratings. They were items 32 and 24, which were answered correctly by approximately three-fourths of the students (78% and 73%), and item 9, which was answered correctly by over two-thirds (69%). As the response distribution for item 9 shows, students appear to have had some difficulty in determining the referent for the pronoun "leurs." Many students made incorrect inferences, one of which was at least plausible (i.e., des chasseurs) and the other two of which were inconsistent with the meaning of the poem, if not nonsensical (i.e., des phoques).

9. Dans la phrase: "Il faut obéir à leurs ordres", il s'agit des ordres de qui?

%	
15	1. des chasseurs
69	2. des vieux
9	3. des phoques
6	4. des enfants
1	No response

Table 24
French Reading Results for Grade 7 Early Immersion:
Domain 2, Literal Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
10	Pertinent Info.	Poetic (Le Kayak)	93%	Very Sat.
4	Relationship	Expressive (Chère Lise)	83	Very Sat.
30	Pertinent Info.	Persuasive (Tour de Table)	88	Satis.
25	Main Idea	Informative (Le Plus Gros Avion)	83	Satis.
13	Relationship	Informative (Le Cannibalisme)	82	Satis.
32	Pertinent Info.	Persuasive (Tour de Table)	78	Satis.
24	Pertinent Info.	Informative (Le Plus Gros Avion)	73	Satis.
9	Pertinent Info	Poetic (Le Kayak)	69	Satis.
12	Pertinent Info.	Informative (Le Cannibalisme)	63	Marginal/Satis.
		DOMAIN MEAN:	79%	
		DOMAIN RATING: SATISFACTORY		

On the final item in Domain 2, slightly more than three-fifths of the students (63%) correctly answered item 12, which required them to understand pertinent information from the Informative text on cannibalism. The Panel considered this performance Marginal to Satisfactory. The response distribution, illustrated below, indicates that nearly one-fifth of the students (19%) chose option 2 which states that cannibalism is practised only by primitive tribes. These results are somewhat disappointing, as a major part of the passage describes modern-day situations in which cannibalism has been practised.

12. Le cannibalisme est pratiqué par ceux qui manquent de nourriture et aussi par:

%	
5	1. ceux qui veulent varier leur régime quotidien.
19	2. ceux qui appartiennent aux tribus primitives seulement.
63	3. ceux qui participent aux cérémonies magiques et religieuses.
13	4. ceux qui ne réussissent pas bien à la chasse.

The mean performance for the Literal Comprehension domain as a whole was 79%. The Interpretation Panel judged performance in this domain to be Satisfactory. This relatively good level of performance (79%) probably reflects the emphasis placed on developing literal comprehension skills in most early immersion reading programs.

Inferential Comprehension

The Inferential Comprehension domain contained seven items measuring the students' ability to infer and understand main ideas and relevant information when not stated directly in the text and to recognize and interpret relationships and form hypotheses, generalizations, and conclusions.

The results in Table 25 indicate that the great majority of early immersion students (93%) could infer the main idea (item 6) from the letter, Chère Lise, a performance considered as Strong by the Interpretation Panel. The great majority (79% and 83%) could also form hypotheses and make generalizations based on the letter (item 2) and could infer the main idea of a paragraph in the passage on cannibalism (item 16). Both these performances were rated as Very Satisfactory by the Interpretation Panel.

Over two-thirds of the students (69% and 67%) could infer a relationship in the Persuasive text, Tour de Table (item 31), and could draw a conclusion from the letter, Chère Lise (item 1); these performances were rated as Satisfactory by the Panel. Also rated as Satisfactory were performances on items 8 and 22, which required students to form hypotheses and generalizations from the Poetic text, Le Kayak, and from the Informative text, Le Plus Gros Avion. These items were answered correctly by over one-half of the students (item 8, 59% and item 22, 55%).

Table 25
French Reading Results for Grade 7 Early Immersion:
Domain 3, Inferential Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
6	Main Idea	Expressive (Chère Lise)	93%	Strong
16	Main Idea	Informative (Le Cannibalisme)	83	Very Sat.
2	Hyp./Generaliz.	Expressive (Chère Lise)	79	Very Sat.
31	Relationship	Persuasive (Tour de Table)	69	Satis.
1	Conclusion	Expressive (Chère Lise)	67	Satis.
8	Hyp./Generaliz.	Poetic (Le Kayak)	59	Satis.
22	Hyp./Generaliz.	Informative (Le Plus Gros Avion)	55	Satis.
		DOMAIN MEAN:	72%	
		DOMAIN RATING: VERY SATISFACTORY		

The response distributions for items 8 and 22 are illustrated for discussion.

8. Pourquoi l'auteur dit-il que le kayak est dangereux?

%	
4	1. parce que le phoque est gros
27	2. parce que le froid est intense
9	3. parce qu'on fait de la chasse
59	4. parce qu'il s'oppose aux éléments
1	No response

22. A quoi sert l'Antonov 124?

%	
20	1. à transporter des passagers sur de longues distances
55	2. à transporter de l'équipement, du matériel et des machines
17	3. à emporter des éléphants de l'Afrique au Québec
7	4. à faciliter l'exploration des régions minières et forestières

An examination of the texts associated with these items (see Appendix D) reveals that many students chose responses that contained words directly from the text instead of making the inferences that would lead them to the correct answer. For example, in responding to item 8, over one-fourth of the students (27%) incorrectly chose option 2 (parce que le froid est intense), which appears in line 10 of the poem; and in responding to item 22, many students (17%) incorrectly chose option 3 (i.e., à emporter des éléphants de l'Afrique au Québec), which appears in the first sentence in the passage. These results suggest that students sometimes have a tendency to look for literal meaning in situations where inferential meaning is called for.

Despite this tendency, admirable evidence of the students' inferential skills was revealed on other items in the test. For example, two-thirds of the students (67%) were successful at inferring the feelings expressed by the author of the letter (item l); over two-thirds (69%) were successful at inferring one of the rules of the game (item 31).

The mean performance in the Inferential Comprehension domain was 72%. The Interpretation Panel rated the early immersion students' overall performance in this domain as Very Satisfactory. This relatively high rating given to the mean performance of 72% was probably due to the Panel's perceptions of the difficulty of the items and their recognition that many immersion programs may currently underemphasize higher level reading skills. Despite the latter situation, students did perform well.

Critical Comprehension

The Critical Comprehension domain contained six items measuring the students' ability to recognize the author's purpose and to distinguish fact from opinion. As the results in Table 26 illustrate, the great majority of students (93%) correctly answered item 3, which required students to evaluate the author's purpose in writing the letter, Chère Lise. This performance was rated Strong by the Interpretation Panel.

Over two-thirds of the students (68%) could distinguish fact from opinion in the Informative text, Le Cannibalisme (item 15). Approximately two-thirds (65%) could understand the author's purpose in writing the poem, Le Kayak (item 7), and similar percentages (65% and 64%) could understand the purpose of the quotation (item 28) and the proverb (item 29). These performances were considered Satisfactory by the Interpretation Panel. Also considered Satisfactory was student performance on item 14, which was answered correctly by over one-half of the students (53%). An examination of the response distribution for this item (see below) reveals that many students tended to interpret the text literally rather than seek its deeper meaning. Over one-fourth of the students (29%) responded that the author of the cannibalism text spoke of cannibalism as showing the animalistic side of human beings (d'un côté animal de l'être humain) rather than as a historical fact which could repeat itself in the present (d'un fait historique qui se répète dans le présent).

14. En lisant le texte, on a l'impression que l'auteur nous parle du cannibalisme comme:

%	
9	1. d'une coutume inacceptable dans les pays lointains.
9	2. d'une pratique qui a eu lieu dans le passé seulement.
53	3. d'un fait historique qui se répète dans le présent.
29	4. d'un côté animal de l'être humain.

This tendency was also evidenced in item 7, where a large percentage of students (16%) incorrectly answered that the author's purpose in writing Le Kayak was to describe hunting (pour décrire la chasse).

7. Pourquoi l'auteur a-t-il écrit ce poème?

%	
65	1. pour conseiller les jeunes
8	2. pour parler du nord
16	3. pour décrire la chasse
10	4. pour connaître les grandes forces
1	No response

Table 26
French Reading Results for Grade 7 Early Immersion: Domain 4, Critical Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
3	Author's Purpose	Expressive (Chère Lise)	93%	Strong
15	Fact/Opinion	Informative (Le Cannibalisme)	68	Satis.
7	Author's Purpose	Poetic (Le Kayak)	65	Satis.
28	Author's Purpose	Expressive (Citation/Proverbe)	65	Satis.
29	Author's Purpose	Expressive (Citation/Proverbe)	64	Satis.
14	Author's Purpose	Informative (Le Cannibalisme)	53	Satis.
		DOMAIN MEAN:	68%	
		DOMAIN RATING: SATISFACTORY		

The mean performance for the domain as a whole was 68%. The Interpretation Panel judged the early immersion students' overall performance in Critical Comprehension to be Satisfactory. As was the case with the Inferential Comprehension domain, the Panel appeared to recognize the higher level of difficulty of the items and the current lack of emphasis on critical comprehension in many immersion reading programs. Panel members were stricter about evaluating performance in Critical than in Inferential Comprehension, even though the domain scores differed by only four percentage points. Perhaps this was their way of signalling the need for improved student performance in this very important area of reading.

Graphic Materials

Domain 5 included five items measuring the students' ability to obtain information from and interpret a bar graph and a table. As the results in Table 27 show, student performance was rated as Satisfactory on all but one of the items in this domain. Among the items rated as Satisfactory, students were most successful on the items which required them to obtain information from the table in the Informative text, Le Plus Gros Avion (i.e., items 26 and 27); the great majority (87% and 84%) correctly answered these items. Somewhat lower percentages (76% and 69%) correctly answered two items requiring them to interpret a bar graph in the same text (items 19 and 21). Many students (17%) were inattentive in responding to item 21, and chose option 2 (la morue), basing their responses on the wrong time period about which they were asked. About one-half of the students (57%) correctly answered the third item related to the bar graph (item 20); the Panel rated this performance Marginal.

The mean performance in the domain measuring the students' ability to obtain information from and interpret Graphic Materials was 74%. The Interpretation Panel judged the early immersion students' overall performance in this domain to be Satisfactory. Students would benefit from having further experiences with this kind of reading, especially because skill at interpreting graphic materials is so critical in mathematics and sciences.

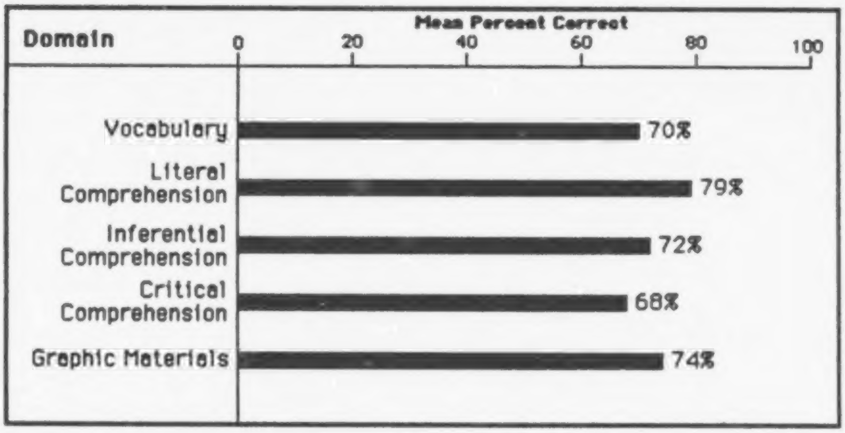
Table 27
French Reading Results for Grade 7 Early Immersion:
Domain 5, Graphic Materials

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
26	Table	Graphic Materials (Le Plus Gros Avion)	87%	Satis.
27	Table	Graphic Materials (Le Plus Gros Avion)	84	Satis.
19	Graph	Graphic Materials(La Pêche)	76	Satis.
21	Graph	Graphic Materials (La Pêche)	69	Satis.
20	Graph	Graphic Materials (La Pêche)	57	Marginal
		DOMAIN MEAN:	74%	
		DOMAIN RATING: SATISFACTORY		

Summary

Figure 6 compares the mean performance and the Panel judgements on each domain of the French Reading Test. The grade 7 early immersion students' performance was highest (in terms of mean percent correct) in Literal Comprehension. Performance in the four other domains ranged rather narrowly from 68% to 74%. The Interpretation Panel rated performance in Inferential Comprehension as Very Satisfactory and in the other domains as Satisfactory. While overall the results are positive across all domains, there is still room for improvement in the students' reading skills. In order to raise student performance in all domains, strategies should be developed to help students read more carefully, more deeply, and more critically, and further opportunities for independent reading both in and out of class should be encouraged.

Figure 6
Grade 7 Early Immersion: Mean Performance by Domain



Interpretation Panel Ratings:

Vocabulary	Satisfactory
Literal Comprehension	Satisfactory
Inferential Comprehension	Very Satisfactory
Critical Comprehension	Satisfactory
Graphic Materials	Satisfactory

Reading Results: Grade 7 Late Immersion

This section presents the results for the grade 7 late immersion students on the French Reading Test. The test and domains have been described in the previous section outlining the results for the grade 7 early immersion students.

Vocabulary

The results for the late immersion students on the six vocabulary items measuring the students' ability to determine the meaning of unfamiliar words from context are illustrated in Table 28. The great majority of the students (82%) were successful in determining the meaning of the adjective "mastodonte" (item 23); this performance was considered to be Strong by the Panel. Three-fourths of the students (75%) and nearly two-thirds (63%) were successful in determining the meanings of the verb "accorder" (item 33) and of the expression "cela vire en gaffe" (item 5); these performances were considered by the Panel to be Very Satisfactory.

Nearly two-thirds of the students (64%) were successful in determining the meaning of the noun "chair" (item 18), and over one-half (56%) in determining the meaning of "les sages" in the poem (item 11). These performances were rated Satisfactory. The response distribution for item 11 is given below for discussion. Many students (14%) chose the option which contained the more common meaning of "les sages" (i.e., ceux qui sont tranquilles); but a large percentage (18%) chose the option which contained words taken from the text (i.e., ceux qui ont de la fierté). a strategy which the students mistakenly assumed would lead them to the correct answer.

11. A la treizième ligne, qui sont les sages?

%	
14	1. ceux qui sont tranquilles
18	2. ceux qui ont de la fierté
11	3. ceux qui sont dangereux
56	4. ceux qui ont de l'expérience
1	No response

On the final vocabulary item (item 17), only approximately one-fourth of the late immersion students (24%) were successful at determining the meaning of the noun "élevage" in the passage on cannibalism. This was considered a Weak performance by the Interpretation Panel. Only a minority of early immersion students (33%) were successful at completing this item; and their performance was also considered as Weak.

For the domain as a whole the mean performance was 61%. The Interpretation Panel considered the late immersion students' performance in the Vocabulary domain to be Very Satisfactory. Despite this high Panel rating, the relatively low mean score in this domain suggests a need for strengthening late immersion students' ability to infer the meaning of words from context.

Table 28
French Reading Results for Grade 7 Late Immersion:
Domain 1, Vocabulary

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
23	mastodonte	Informative (Le Plus Gros Avion)	82%	Strong
33	accorder	Persuasive (Tour de Table)	75	Very Sat.
5	cela vire en gaffe	Expressive (Chère Lise)	63	Very Sat.
18	chair	Informative (Le Cannibalisme)	64	Satis.
11	les sages	Poetic (Le Kayak)	56	Satis.
17	élevage	Informative (Le Cannibalisme)	24	Weak
		DOMAIN MEAN:	61%	
		DOMAIN RATING: VERY SATISFACTORY		

Literal Comprehension

Table 29 presents the results of the performance of the late immersion students on the nine Literal Comprehension items, which measured the students' ability to understand main ideas, relationships, and pertinent information when explicitly stated in the text. Two items measuring students' ability to understand explicitly stated information in the poem, Le Kayak (item 10), and a main idea from the Informative text, Le Plus Gros Avion (item 25), were answered correctly by the large majority of students (86% and 81%, respectively) and received a Panel rating of Strong. Two items measuring their ability to understand pertinent information from the game, Tour de Table (item 30), and a causal relationship in the letter, Chère Lise (item 4), were also answered correctly by a large majority of the students (80% and 77%, respectively). These items received a Very Satisfactory rating. Also receiving a Very Satisfactory rating was item 13, which measured ability to understand a relationship in the Informative text, Le Cannibalisme. This item was answered correctly by nearly three-fourths of the students (72%).

Table 29
French Reading Results for Grade 7 Late Immersion:
Domain 2, Literal Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
10	Pertinent Info.	Poetic (Le Kayak)	86%	Strong
25	Main Idea	Informative (Le Plus Gros Avion)	81	Strong
30	Pertinent Info.	Persuasive (Tour de Table)	80	Very Sat.
4	Relationship	Expressive (Chère Lise)	77	Very Sat.
13	Relationship	Informative (Le Cannibalisme)	72	Very Sat.
32	Pertinent Info.	Persuasive (Tour de Table)	70	Satis.
9	Pertinent Info	Poetic (Le Kayak)	64	Satis.
12	Pertinent Info.	Informative (Le Cannibalisme)	60	Satis.
24	Pertinent Info.	Informative (Le Plus Gros Avion)	60	Marginal
		DOMAIN MEAN:	72%	
		DOMAIN RATING: VERY SATISFACTORY		

Over two-thirds of the students (70%) successfully answered the item requiring them to understand pertinent information from the Persuasive text, Tour de Table (item 32); this item received a rating of Satisfactory. Less than two-thirds (64% and 60%) successfully answered two items dealing with information from the Poetic text, Le Kayak (item 9), and from the Informative text, Le Cannibalisme (item 12). These items also received ratings of Satisfactory. As the response distribution for item 9 indicates, many students appear to have had difficulty in determining the referent for the pronoun "leurs," and they made incorrect inferences, one of which was at least plausible (i.e., des chasseurs) and the other two of which were inconsistent with the meaning of the poem, if not nonsensical (i.e., des phoques). In item 12 (see response distribution), many students (20%) chose an option (i.e., option 2) which indicates a lack of understanding of the major thrust of the passage. The response patterns displayed by the late immersion students to these two items were similar to those displayed by the early immersion students, and they suggest that some students either have not understood the passage adequately or have not considered their responses carefully enough in relation to the content of the passage.

9. Dans la phrase: "Il faut obéir à leurs ordres", il s'agit des ordres de qui?

%		
15	1	des chasseurs
64	2.	des vieux
10	3.	des phoques
11	4.	des enfants
1		No response

12. Le cannibalisme est pratiqué par ceux qui manquent de nourriture et aussi par:

%		
6	1.	ceux qui veulent varier leur régime quotidien.
20	2.	ceux qui appartiennent aux tribus primitives seulement.
60	3.	ceux qui participent aux cérémonies magiques et religieuses.
13	4.	ceux qui ne réussissent pas bien à la chasse.
1		No response

The final item in Domain 2 (item 24) required students to understand a relatively simple piece of information from the Informative text, Le Plus Gros Avion. This item was answered correctly by only three-fifths of the students (60%), a performance which was rated as Marginal by the Interpretation Panel.

The mean performance for the domain as a whole was 72%. The Panel judged the late immersion students' overall performance in Literal Comprehension to be Very Satisfactory. This was indeed a good level of performance for students who have been reading in their second language for less than two years.

Inferential Comprehension

The Inferential Comprehension domain contained seven items measuring the students' ability to infer and understand main ideas and relevant information when not stated directly in the text and to recognize and interpret relationships and form hypotheses, generalizations, and conclusions. Table 30 presents the results for the late immersion students. The great majority of students (85%) correctly answered item 6, which required them to infer the main idea from the letter, Chère Lise; this was considered a Strong performance by the Interpretation Panel.

Over three-fourths of the students (76%) could infer a main idea from the passage on cannibalism (item 16). Three-fifths of the students (60%) could draw a conclusion from the letter (item 1), and over one-half (55%) could make a generalization based on the poem (item 8). These performances were all considered as Very Satisfactory by the Panel.

Table 30
French Reading Results for Grade 7 Late Immersion: Domain 3, Inferential Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
6	Main Idea	Expressive (Chère Lise)	85%	Strong
16	Main Idea	Informative (Le Cannibalisme)	76	Very Sat.
1	Conclusion	Expressive (Chère Lise)	60	Very Sat.
8	Hyp./Generaliz.	Poetic (Le Kayak)	55	Very Sat.
2	Hyp./Generaliz.	Expressive (Chère Lise)	65	Satis.
31	Relationship	Persuasive (Tour de Table)	60	Satis.
22	Hyp./Generaliz.	Informative (Avion)	53	Marginal
		DOMAIN MEAN:	65%	
		DOMAIN RATING: VERY SATISFACTORY		

Nearly two-thirds of the students (65%) were successful on the item requiring them to form hypotheses and generalizations based on the letter (item 2), and three-fifths (60%) were successful on the item requiring them to infer and understand a relationship in the game (item 31). These performances were considered to be Satisfactory by the Interpretation Panel.

Only a little more than one-half of the students (53%), however, succeeded on the item requiring them to hypothesize and make a generalization in the Informative text, Le Plus Gros Avion (item 22); this was considered to be a Marginal performance by the Panel. As the response distribution for item 22 shows, a large percentage of the late immersion students based their responses on words contained directly in the text (see, for example, option 3), and instead of making inferences, they took a literal comprehension approach to answering this item. A similar tendency was noted among the early immersion students.

22. A quoi sert l'Antonov 124?

%	
18	1. à transporter des passagers sur de longues distances
53	2. à transporter de l'équipement, du matériel et des machines
22	3. à emporter des éléphants de l'Afrique au Québec
6	4. à faciliter l'exploration des régions minières et forestières
1	No response

The mean performance for the Inferential Comprehension domain as a whole was 65%. The Interpretation Panel judged overall student performance in this domain to be Very Satisfactory. The relatively high rating given to the mean performance of 65% was probably due to the Panel's perceptions of the difficulty of the items. Students did perform well. Additional emphasis on developing higher level comprehension skills will undoubtedly improve performance in this domain for late immersion students.

Critical Comprehension

The results for the Critical Comprehension domain are presented in Table 31. This domain contained six items measuring the students' ability to recognize the author's purpose and to distinguish fact from opinion. Three-fourths of the students (75%) correctly answered the item requiring them to evaluate the author's purpose in writing the letter (item 3). The Panel gave a rating of Very Satisfactory to this performance.

Table 31
French Reading Results for Grade 7 Late Immersion:
Domain 4, Critical Comprehension

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
3	Author's purpose	Expressive (Chère Lise)	75%	Very Sat.
15	Fact/opinion	Informative (Le Cannibalisme)	59	Satis.
7	Author's purpose	Poetic (Le Kayak)	57	Satis.
28	Author's purpose	Expressive (Citation/Proverbe)	56	Satis.
29	Author's purpose	Expressive (Citation/Proverbe)	56	Satis.
14	Author's purpose	Informative (Le Cannibalisme)	49	Satis.
		DOMAIN MEAN:	58%	
		DOMAIN RATING: SATISFACTORY		

Nearly three-fifths of the students (59%) could distinguish fact from opinion in the Informative text, Le Cannibalisme (item 15). Over one-half could understand the author's purpose in writing the poem (item 7) and the purpose of the quotation (item 28) and proverb (item 29). Performances on all these items were rated as Satisfactory by the Panel. Also rated as Satisfactory was performance on item 14, which required students to understand the author's purpose in the passage on cannibalism. However, this was answered correctly by only slightly less than one-half of the students (49%). An examination of the response distributions for the latter item (see below) suggests that many students based their responses on a literal interpretation of the text rather than on a search for its deeper meaning. A large percentage of students (28%) responded that the author of the cannibalism text spoke of cannibalism as showing the animalistic side of human beings (d'un côté animal de l'être humain) rather than as a historical fact which could repeat itself in the present (d'un fait historique qui se répète dans le présent).

14. En lisant le texte, on a l'impression que l'auteur nous parle du cannibalisme comme:

%		
12	1.	d'une coutume inacceptable dans les pays lointains.
10	2.	d'une pratique qui a eu lieu dans le passé seulement.
49	3.	d'un fait historique qui se répète dans le présent.
28	4.	d'un côté animal de l'être humain.
1		No response

A similar tendency was evidenced in item 7, where a large percentage (20%) incorrectly answered that the author's purpose in writing Le Kayak was to describe hunting (pour décrire la chasse). It is recalled that this tendency was apparent in the early immersion students' responses to these items as well.

7. Pourquoi l'auteur a-t-il écrit ce poème?

%		
57	1.	pour conseiller les jeunes
11	2.	pour parler du nord
20	3.	pour décrire la chasse
11	4.	pour connaître les grandes forces
1		No response

The mean performance for the domain as a whole was 58%. The Interpretation Panel judged the late immersion students' overall performance in Critical Comprehension to be Satisfactory. As was the case with the Inferential Comprehension domain, the Panel appeared to recognize the higher level of difficulty of the items and the lack of emphasis on promoting critical comprehension skills in many immersion reading programs. Like their early immersion counterparts, the late immersion Panel members were stricter about evaluating performance in Critical than in Inferential Comprehension. Perhaps this was the Panel's way of signalling the need for improved student performance in this very important area of reading.

Graphic Materials

The results for the five items measuring the students' ability to interpret and obtain information from graphic materials are given in Table 32. A large majority of students (84% and 79%) correctly answered the two items asking them to obtain information from the table in Le Plus Gros Avion (items 26 and 27); the Interpretation Panel judged these performances to be Very Satisfactory.

Approximately two-thirds of the students (65%) correctly answered one of the items dealing with the bar graph (item 19), a performance which was considered Satisfactory. Over one-half (57%) correctly answered another item on the graph (item 21), and this performance was judged as Marginal. Performance on the third graph item (item 20), which was answered correctly by slightly less than one-half of the students (49%), was also judged as Marginal. The bar graph items necessitated a careful reading of the question, legend, and graph. However, as the results for item 21 show, many students were rather careless in their responses. A large percentage of students chose option 2 (la morue) or option 4 (le homard), basing their responses on the period betwen 1963 and 1973 rather than on the period between 1953 and 1973, as they were asked. It is noted that the early immersion students displayed a similar inattentiveness in responding to this item.

21. Quelle espèce a connu une diminution constante dans les prises entre 1953 et 1973?

%	
57	1. l'aiglefin
25	2. la morue
4	3. le merlan
13	4. le homard
1	No response

The mean performance for the Graphic Materials domain was 67%. The Interpretation Panel judged overall student performance in this domain as Satisfactory. Students appeared to be more at ease in interpreting tables than graphs. They would profit, it appears, from greater exposure to various forms of graph reading, so necessary in their mathematics and science courses in French.

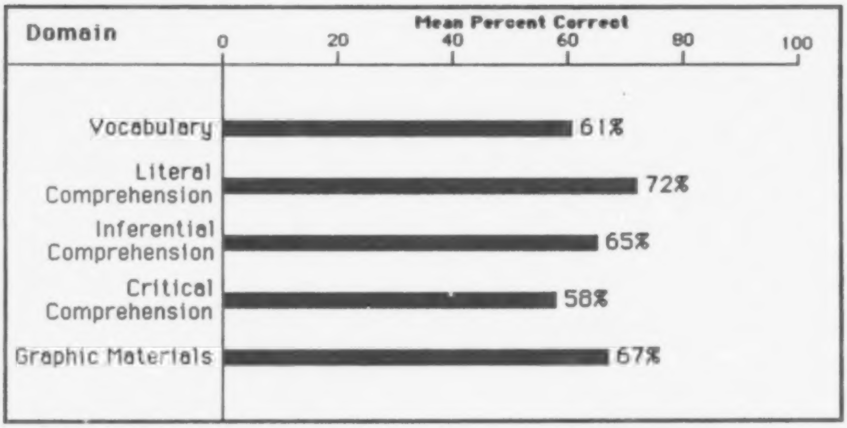
Table 32
French Reading Results for Grade 7 Late Immersion:
Domain 5, Graphic Materials

Item No.	Description	Category (Passage)	Mean Percent Correct	Panel Judgement
26	Table	Graphic Materials (Le Plus Gros Avion)	84%	Very Sat.
27	Table	Graphic Materials (Le Plus Gros Avion)	79	Very Sat.
19	Graph	Graphic Materials (La Pêche)	65	Satis.
21	Graph	Graphic Materials (La Pêche)	57	Marginal
20	Graph	Graphic Materials (La Pêche)	49	Marginal
		DOMAIN MEAN:	67%	
		DOMAIN RATING: SATISFACTORY		

Summary

The results for the late immersion students in the five domains of the French Reading Test, which are illustrated in Figure 7, indicate that three of the five domains received Panel ratings of Very Satisfactory. Student performance ranged from 58% to 72%, with the highest performance in Literal Comprehension and the lowest in Critical Comprehension. The high level of student performance in Literal Comprehension suggests that students have a solid basis from which to move on to higher levels of comprehension. Further attention should be given to developing higher level comprehension skills not only through questioning and discussion but also through direct instruction in comprehension strategies, as has been suggested in much of the research on first language reading.

Figure 7
Grade 7 Late Immersion: Mean Performance by Domain



Interpretation Panel Ratings:

Vocabulary	Very Satisfactory
Literal Comprehension	Very Satisfactory
Inferential Comprehension	Very Satisfactory
Critical Comprehension	Satisfactory
Graphic Materials	Satisfactory

Gender Differences in Reading Performance

Statistical analyses were conducted to determine whether there were any differences in the reading performance of males and females. The results of the comparisons in grade 4 revealed no significant differences in the Vocabulary domain or the total reading test score. However, there were significant differences (p<.01) in favor of the grade 4 girls in the Literal and Inferential/Critical Comprehension domains (76% vs. 73% and 57% vs. 54%, respectively) and in favor of the grade 4 boys (p<.001) in the Graphic Materials domain (78% vs. 74%).

The results of the comparisons in grade 7 revealed significant differences (p<.001) in favor of the girls in Critical Comprehension (65% vs. 61%). No significant differences were found in the other domains or the total reading test score. The tendency for girls to perform better in reading is well known and has been reported in previous provincial assessments of English reading (1980 and 1984). It is pleasing to note that at least in grade 7, immersion boys are performing as well as girls in most areas of reading.

Relationship Among Variables

Correlations

Pearson product-moment correlations were computed to determine the interrelationships among the following variables for grade 7 immersion students: student opinion scales (attitudes toward bilingualism, motivation for learning French, anxiety in using French); student self-ratings of knowledge of French (total scale score); and French reading achievement (five domain and total scores). Correlation matrices are presented for early and late immersion students in Table 33.

The correlation results can be summarized as follows:

1. The intercorrelations among the student rating scales are quite high; the correlation coefficients range from .27 to .64 for early immersion and from .21 to .52 for late immersion.

2. The correlations between the student rating scales and the reading domains are somewhat lower, generally between .10 to .20. These correlation coefficients tend to be:

    a) highest for the Vocabulary domain (ranging from .14 to .23 for early immersion and from .11 to .22 for late immersion); and

    b) lowest for the Graphic Materials domain (ranging from .01 to .08 for early immersion and from .09 to .17 for late immersion).

3. The intercorrelations among the reading domain scores are generally high, averaging between .30 to .50.

4. The intercorrelations between the reading domain scores and the total reading scores are very high, ranging from greater than .60 to greater than .80.

Table 33

Correlation Coefficients (r)[a]: Grade 7 Early and Late Immersion

	Student Opinions[b]			Self-Ratings	Reading Domains					
	Attit.	Mot.	Anx.	Total	Voc.	Lit. Comp.	Inf. Comp.	Crit Comp.	Graph Mat.	Total
				Early Immersion (n=649)						
Attitudes	1.00									
Motivation	.64	1.00								
Anxiety	.33	.33	1.00							
Self-Rating Total	.27	.32	.42	1.00						
Vocabulary	.14	.17	.16	.23	1.00					
Lit. Comp.	.11	.12	.11	.15	.46	1.00				
Inf. Comp.	.11	.14	.14	.13	.42	.42	1.00			
Critical Comp.	.15	.15	.18	.14	.36	.40	.36	1.00		
Graphic Mats.	.08	.03	.01	.01	.27	.41	.33	.30	1.00	
Read Total	.17	.17	.17	.19	.70	.80	.72	.67	.64	1.00
				Late Immersion (n=574)						
Attitudes	1.00									
Motivation	.52	1.00								
Anxiety	.35	.21	1.00							
Self-Rating Total	.30	.22	.38	1.00						
Vocabulary	.17	.17	.11	.22	1.00					
Lit. Comp.	.15	.12	.10	.25	.54	1.00				
Inf. Comp.	.18	.10	.11	.22	.44	.51	1.00			
Critical Comp.	.14	.14	.09	.14	.33	.39	.37	1.00		
Graphic Mats.	.13	.13	.09	.17	.34	.45	.38	.34	1.00	
Read Total	.21	.17	.14	.28	.72	.83	.75	.66	.67	1.00

[a] Correlations (r) greater than .10 are significant at the .01 level.

[b] The polarity of these scales has been reversed; a positive correlation indicates a positive relationship between student opinions and achievement.

Multiple Regression

A multiple regression analysis was conducted to assess the relationships among student opinions, students' self-ratings of knowledge of French and students' French reading achievement (see Table 34). Students' self-ratings of knowledge of French was the variable most highly related to reading achievement for both early and late immersion; attitudes toward bilingualism was the second most important variable. These were the only two variables which entered into the regression equation. The variance in students' French reading achievement test scores accounted for by these two variables was quite small: 5% for early immersion and 10% for late immersion.

Table 34
Summary of Multiple Regression on Grade 7 Immersion
French Reading Total Scores

	Early Immersion	Late Immersion
First Variable Entered	SLF-RATE	SLF-RATE
Multiple R	17	28
Second Variable Entered	ATTIT.	ATTIT.
Multiple R	22	31

SLF-RATE = Self-ratings of knowledge of French.
ATTIT. = Attitudes toward bilingualism.

Chapter Five

RESULTS OF THE PRINCIPAL AND TEACHER QUESTIONNAIRES

This chapter presents the results of the Principal and Teacher Questionnaires. These were designed to gain background information and opinions on various aspects of French reading instruction such as support services, prescribed materials, and classroom approaches and techniques. They also furnished information and opinions for changes and improvement needed in the French reading instruction program. The questionnaires, along with distribution of responses, are given in Appendix E.

Table 35 presents the summary of returns for the Teacher and Principal Questionnaires. The response rate for all participants was quite high. Completed questionnaires were received from the majority of early and late immersion principals (73% and 95%, respectively). Completed questionnaires were also received from the great majority of the grade 7 late immersion teachers (85%) and by approximately two-thirds of the grade 4 and grade 7 early immersion teachers (72% and 63%, respectively).

Table 35
Response Rate for the Principal and Teacher Questionnaires

	No. Received	No. Distributed	Response Rate
Principals[a]			
Early Immersion	38	52	73%
Late Immersion	19	20	95
Total	57	72	79
Teachers			
Grade 4 Early	52	72	72%
Grade 7 Early	22	35	63
Grade 7 Late	22	26	85
Total	96	133	72

[a] Five principals indicated both early and late immersion programs. These questionnaires were considered as late immersion in the response rate and analyses.

Principal Questionnaire

Background Information

Administrative experience. Table 36 contains the results for the questions that were designed to gain background information from the principals on their administrative experience in elementary school and in immersion programs. The mean number of years as principal of an elementary school was 10.7 years for the early immersion principals, with a range of from 1 to 27 years. The mean number of years for the late immersion principals was similar (10.8), with a range of 2 to 31 years. The mean number of years as principal of an immersion school was 4.0 years for the early immersion principals, with a range of 1 to 13 years. For the late immersion principals, the corresponding mean was 3.4 years, with a 1 to 7 year range.

As Table 37 indicates, slightly over one-half of the early immersion principals (53%) and nearly one-half of the late immersion principals (47%) responded that they had had in-service for administering a French immersion program. They most frequently mentioned attending workshops provided by the Ministry, various professional associations, and Simon Fraser University (40%); and receiving in-service through their school districts (24%). A few principals mentioned in-service received at the metropolitan immersion principals' group, and a few mentioned summer immersion or travel in Quebec.

Program Information

Amount of time in French language arts. The data in Table 38 indicate that the average amount of time devoted to French language arts in the early immersion program ranged from a high of 7.9 hours per week in grade 3 to a low of 7.4 hours per week in grades 5 and 6. In the late immersion program, the average amount of time devoted to French language arts was 11.5 hours per week in grade 6 and 8.5 hours in grade 7.

Instructional time in French. Almost all of the grade 4 early immersion schools offered from 90% - l00% of the total instructional time in French in grades l and 2, and the majority offered 80% or more in grades 3 and 4 (see Table 39).

Almost all of the grade 7 early immersion schools offered from 90% - l00% of the instructional time in French in grades l and 2, and the majority offered 80% or more in grade 3. Most schools offered either from 80% - 89% or from 70% - 79% of the instructional time in French in grades 4-6. Approximately one-half of the schools offered these amounts in grade 7, and the remaining schools offered either from 50% - 59% or from 60% - 69% of the instructional time in French in this grade.

The information provided by the grade 7 late immersion schools indicates that the great majority of schools offered from 90% - l00% of the total instructional time in French in grade 6 and the majority, 80% or more in grade 7.

Table 36
Principal Background Information (1,2)*

	Early Immersion		Late Immersion	
	n	Mean No. of Years (Range)	n	Mean No. of Years (Range)
Principal, Elementary School	37	10.7 (1-27 years)	17	10.8 (2-31 years)
Principal, Immersion School	38	4.0 (1-13 years)	18	3.4 (1-7 years)

*In this and subsequent tables, the numbers in parentheses refer to the item numbers in the questionnaire.

Table 37
In-Service for Administering French Immersion (#3)

	Early Immersion	Late Immersion
	(n=36)	(n=19)
Yes	53%	47%
No	47	53

Table 38
Amount of Time Devoted to French Language Arts (#4)

	Early Immersion		Late Immersion	
Grade	n	Mean No. Hours per Week	n	Mean No. Hours per Week
3	33	7.9		-
4	33	7.7		-
5	30	7.4		-
6	27	7.4	13	11.5
7	22	7.6	17	8.5

Table 39
Percentage of Total Instructional Time in French: Number of Schools (#5)

	Percentage of Total Instructional Time in French[a]				
	50%-59%	60%-69%	70%-79%	80%-89%	90%-100%
Grade 4 Early (n=53)					
Grade 1	-	-	1	1	51
Grade 2	-	-	1	1	51
Grade 3	-	1	11	38	3
Grade 4	5	9	9	30	-
Grade 7 Early (n=29)					
Grade 1	-	-	-	2	27
Grade 2	-	-	-	1	28
Grade 3	-	1	6	20	2
Grade 4	5	5	7	12	-
Grade 5	5	6	8	10	-
Grade 6	5	7	6	11	-
Grade 7	6	9	5	9	-
Grade 7 Late (n=20)					
Grade 6	-	1	1	1	16
Grade 7	-	1	4	12	3

[a] These data were supplied by the Student Assessment Branch from information collected by the Schools Research and Analysis Branch in fall 1987.

Goals and objectives for reading. Less than one-half of the principals in both the early and the late immersion programs (44%) indicated that their school or district had developed a set of goals and objectives for their French immersion reading program (see Table 40).

Articulation between French and English reading programs. Approximately two-thirds of the early and late immersion principals (68% and 65%, respectively) responded that there was some articulation between the French and English reading instruction given to the immersion students in their school (see Table 41). Over three-fourths of the principals (79%) described the measures that were taken to articulate reading instruction in the two languages. Over two-fifths of these principals (43%) mentioned that the English and French language arts teachers collaborated in such ways as discussing and planning objectives and activities, exchanging ideas, and discussing student progress. A few principals mentioned that teachers in the two programs received in-service sessions in common. Other means of articulation, each mentioned once, were common goals, common approaches, team teaching and collaboration in the teaching of writing, grammar, and sentence structure. A few principals provided general comments, saying that teachers tried not to duplicate but to reinforce skills in the two languages. The remaining principals (27%) mentioned that the French and English programs were taught by the same teacher.

Table 40
Goals and Objectives for the French Immersion Reading Program (#6)

	Early Immersion (n=36)	Late Immersion (n=18)
Yes	44%	44%
No	56	56

Table 41
Articulation between French and English Reading Instruction (#7)

	Early Immersion (n=34)	Late Immersion (n=17)
Yes	68%	65%
No	32	35

Satisfaction with Support Services

French reading program. When asked how satisfied they were with the resources in support of the French immersion reading program in their school, the majority of the **early immersion** principals (50% and over) said that they were "very satisfied" or "satisfied" with the diagnostic and remedial services, the supplementary reading materials, the classroom or school library, and the school testing program (see Table 42). However, over one-third of the principals (37%) said that they were "dissatisfied" or "very dissatisfied" with the supplementary reading materials, and approximately one-fourth (24% and over) felt this way about all of the other above-mentioned services.

Only a minority of the **early immersion** principals said that they were "very satisfied" or "satisfied" with the teacher resource centre (37%) and with the enrichment and the district testing programs (28% and 26%, respectively), with over one-third (36% and 37%) saying that the latter programs were not available in their schools. A very small minority of early immersion principals (16%) responded that they were "very satisfied" or "satisfied" with the reading consultant or specialist; over one-half (58%) indicated that such a consultant was not available.

Table 42
Early Immersion: Principals' Satisfaction with Resources and Support Services for School's Reading Program (#8a)

	n	Very Satisfied/ Satisfied	Undecided or Neutral	Dissatisfied/ Very Dissatisfied	Not Available
French Immersion Program					
a) reading consultant or specialist	38	16%	8%	18%	58%
b) diagnostic and remedial services	38	52	16	24	8
c) enrichment program	36	28	14	22	36
d) supplementary reading materials	38	50	13	37	0
e) classroom or school library	38	68	8	24	0
f) teacher resource centre	38	37	18	32	13
g) school testing program	38	55	8	29	8
h) district testing program	38	26	13	24	37
Regular English Program					
a) reading consultant or specialist	37	46%	8%	8%	38%
b) diagnostic and remedial services	37	92	0	3	5
c) enrichment program	35	54	28	9	9
d) supplementary reading materials	37	86	8	3	3
e) classroom or school library	37	89	3	5	3
f) teacher resource centre	37	73	11	8	8
g) school testing program	37	89	5	0	5
h) district testing program	36	47	22	6	25

The majority of the **late immersion** principals (78% and 53%) were "very satisfied" or "satisfied" with the classroom or school library and the teacher resource centre (see Table 43). While the majority (67%) also felt this way about the supplementary reading materials, it is noted that over one-fourth of the late immersion principals (28%) said that they were "dissatisfied" or "very dissatisfied" with these materials.

The results in Table 43 indicate that less than one-half of the late immersion principals (47%) expressed satisfaction with the school testing program. Only a small minority (29% and less) expressed satisfaction with the reading consultant or specialist, the diagnostic and remedial services, the enrichment program, and the district testing program. The majority (82%, 53%, and 70%) reported that a reading consultant or specialist, an enrichment program, and a district testing program were not available, and over two-fifths (41%), that diagnostic and remedial services were not available.

Table 43
Late Immersion: Principals' Satisfaction with Resources and Support Services for School's Reading Program (#8b)

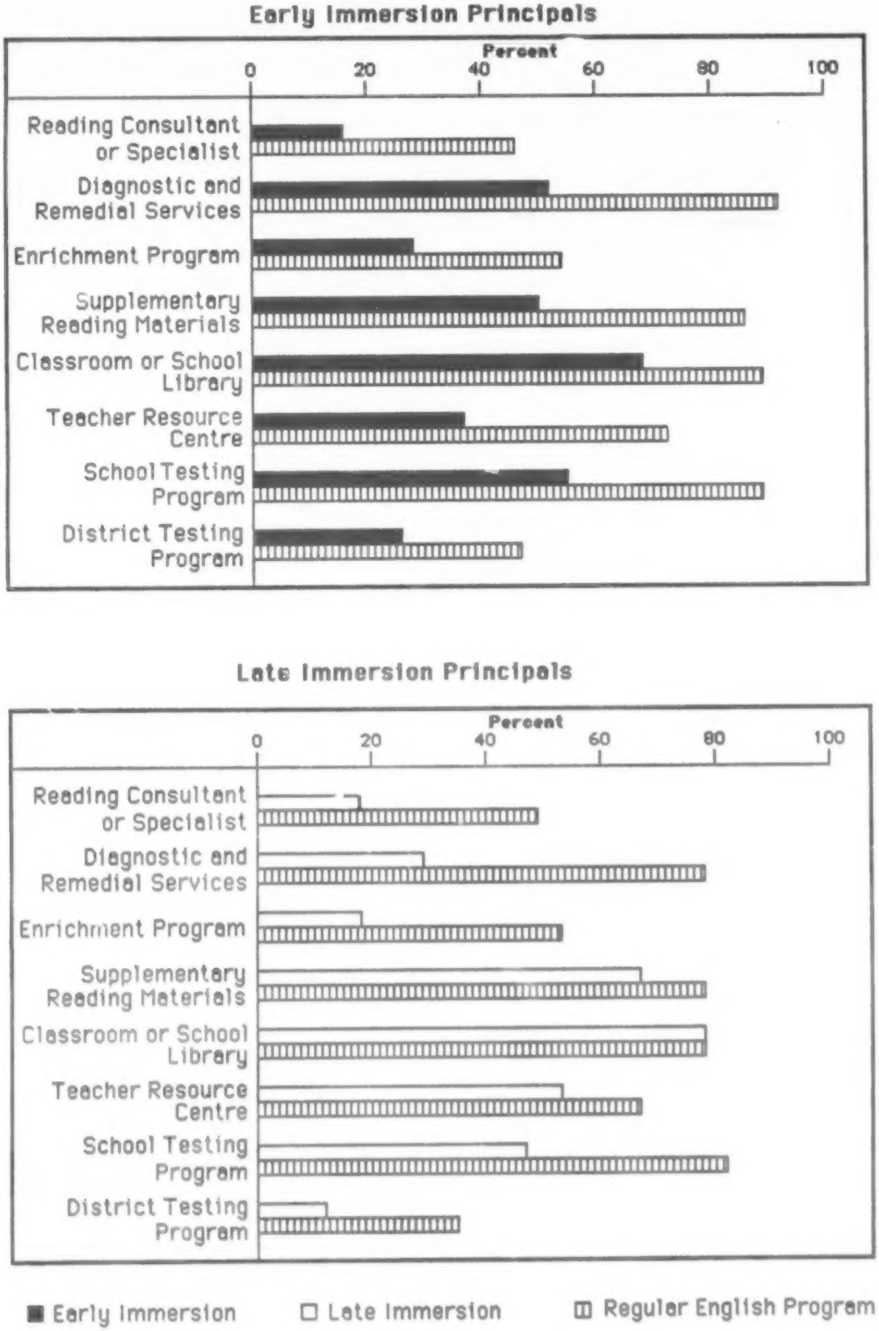
	n	Very Satisfied/ Satisfied	Undecided or Neutral	Dissatisfied/ Very Dissatisfied	Not Available
French Immersion Program					
a) reading consultant or specialist	17	18%	0%	0%	82%
b) diagnostic and remedial services	17	29	12	18	41
c) enrichment program	17	18	6	23	53
d) supplementary reading materials	18	67	6	28	0
e) classroom or school library	18	78	6	17	0
f) teacher resource centre	17	53	12	12	23
g) school testing program	17	47	12	18	23
h) district testing program	17	12	6	12	70
Regular English Program					
a) reading consultant or specialist	18	44%	11%	0%	45%
b) diagnostic and remedial services	18	78	6	11	5
c) enrichment program	17	53	12	23	12
d) supplementary reading materials	18	78	22	0	0
e) classroom or school library	18	78	0	22	0
f) teacher resource centre	18	67	28	6	0
g) school testing program	17	82	0	18	0
h) district testing program	17	35	23	23	18

English reading program. Principals' ratings of satisfaction with the resources and support services for the English program are also contained in Tables 42 and 43. The majority of principals in both the early and late immersion programs (53% and over) indicated that they were "very satisfied" or "satisfied" with all resources and support services for English with the exception of the reading consultant or specialist and the district testing program. Almost half in both programs (46% and 44%) expressed satisfaction with the reading consultant or specialist, and large percentages (38% and 45%) reported that such a consultant was not available. Close to one-half of the early immersion (47%) but only approximately one-third of the late immersion principals (35%) expressed satisfaction with the district testing program for English.

French vs. English reading programs. Figure 8 compares the percentages of early immersion principals who reported that they were "very satisfied" or "satisfied" with the resources and support services for the French reading program, with the percentages of those who gave this rating for the English reading program. A much larger percentage of early immersion principals said they were "very satisfied" or "satisfied" with the resources and support services for the English reading program than for the French reading program. The differences were particularly large for diagnostic and remedial services (92% vs. 52%), supplementary reading materials (86% vs. 50%), and the teacher resource centre (73% vs. 37%).

The pattern of results for the late immersion principals was similar (see Figure 8). With the exception of the classroom or school library, a much larger percentage of late immersion principals expressed satisfaction with the support services for the English reading program than for the French reading program. The differences were particularly large for diagnostic and remedial services (78% vs. 29%), for the enrichment program (53% vs. 18%), and for the school testing program (82% vs. 47%).

Figure 8
Percentage of Principals "Very Satisfied" or "Satisfied" With Support Services for Reading in the French Immersion and Regular English Programs



Importance of Various Techniques for Evaluating Reading Achievement

The results for the question asking principals to rate the importance of various techniques for evaluating reading achievement in the French and English programs in their school are given in Table 44. A large majority of early immersion principals (84%) indicated that teacher observations of student performance were "very important" in evaluating reading achievement in both the French and the English programs in their school. A majority (60%) also said that teacher-made tests were also "very important" in both programs. Only a small minority (19% and less) indicated standardized reading tests and checklists or rating scales as being "very important" in either program.

All or nearly all of the late immersion principals also indicated that teacher observations of student performance (100%) and teacher-made tests (89%) were "very important" in evaluating reading achievement in both the French immersion and the regular English programs in their school. Approximately one-fourth indicated that standardized reading tests (28%) and checklists or rating scales (25%) were "very important" in the French immersion program; the corresponding percentages for the regular English program were higher for standardized tests (44% vs. 28%) and lower for checklists or rating scales (19% vs. 25%).

Suggestions for Changes or Improvement

Nearly two-thirds of the early and late immersion principals (65%) provided suggestions for changes or improvement for reading instruction in French immersion (see Table 45). Their suggestions were most frequently related to the need for support services (24%), reading materials and resources (21%), Ministry support (17%), and evaluation (14%). Their requests for **support services** were mainly for specialized personnel, such as remedial and enrichment specialists and reading consultants and teacher aides . A French immersion resource centre and in-service for teachers and administrators were also called for by some principals.

The suggestions regarding **materials and resources** included requests for materials developed specifically for immersion students, better quality and higher interest novels, graded materials, and a greater number of supplementary materials and resources. A few principals also requested that the distribution of texts be more efficient so that schools could have their materials before the beginning of the school year.

Principals commenting on the types of **Ministry support** needed requested comprehensive Ministry guides, the development of scope and sequence charts for reading, more extensive curriculum development, and the identification of a well-articulated reading program that would be implemented province-wide. The comments on **evaluation** included mainly requests for standardized norm-referenced tests, but there were also requests for criterion-referenced and diagnostic tests and for a provincial standardized testing program.

Table 44

Importance of Various Techniques for Evaluating Reading Achievement in the French and English Programs (#9)

	n	Very Important	Moderately Important	Slightly Important	Unimportant
		Early Immersion Principals			
French Immersion Program					
a) standardized reading tests	36	17%	56%	22%	5%
b) teacher-made tests	38	60	37	3	0
c) checklists or rating scales	38	13	47	18	21
d) teacher observations of student performance	38	84	16	0	0
Regular English Program					
a) standardized reading tests	37	19%	68%	13%	0%
b) teacher-made tests	37	60	38	3	0
c) checklists or rating scales	35	14	43	26	17
d) teacher observations of student performance	37	84	16	0	0
		Late Immersion Principals			
French Immersion Program					
a) standardized reading tests	18	28%	28%	11%	33%
b) teacher-made tests	18	89	11	0	0
c) checklists or rating scales	16	25	25	31	19
d) teacher observations of student performance	18	100	0	0	0
Regular English Program					
a) standardized reading tests	18	44%	44%	6%	6%
b) teacher-made tests	18	89	6	5	0
c) checklists or rating scales	16	19	38	31	12
d) teacher observations of student performance	18	100	0	0	0

The remaining suggestions were related to the instructional program (8%), the prescribed texts and materials (7%), and the training of teachers (4%), or were comments of a general nature (5%). The suggestions on the instructional program were for more emphasis on writing, speaking, and vocabulary development, for the use of a whole language approach, and for greater articulation between the French and English programs. Principals commenting on the prescribed texts and materials requested a review of the prescribed texts and/or made negative comments on Piloé, while their comments on teacher training called mainly for specialized courses in teaching reading to French immersion students.

Table 45
Principals' Suggestions for Changes or Improvement for Reading Instruction in French Immersion

	Percentage (n=72)[a]
Support Services	24%
Materials and resources	21
Ministry support	17
Evaluation	14
Instructional program	8
Prescribed texts and materials	7
Teacher training	4
General comments	5

[a] Suggestions were provided by a total of 37 early and late immersion principals, with some principals making more than one suggestion.

The following sample of the principals' comments illustrates the range of suggestions provided by the early and late immersion principals:

> More resources are necessary along with consultation from district personnel. It is important that a full range of remedial and evaluative materials and personnel be available for students in need of assistance.
>
> Program documents from the Ministry need to be written. They do not reflect current trends in emergent literacy. Emphasis on whole language should be given. English language arts, when introduced, should not present a 'double program.' The four strands should be equally stressed. Reading/writing connection should be presented to teachers.

Identification and province-wide implementation of a good well-articulated primary reading program (Méthode Dynamique is the focus of some teacher concern). Identification of specific expectations for each grade level, prescription of a program which would align with the curriculum and provision of testing instruments would help greatly. Consideration should also be given to a modified reading program for those experiencing difficulty.

Intermediate texts appear to be unsuitable. Need for more structure and controlled vocabulary. Also the workbook is unsuitable and poorly conceived. Difficult to integrate existing reading with spelling and language usage.

All teachers being trained should have methodology courses in the teaching of reading which include phonics, global word-attack skills and whole language techniques. In-service should be more rigorous in making sure beginning teachers have had some training in how and what to teach and also how to manage their time to work with whole class, groups and individuals. I find a common lack in French immersion teachers is not knowing how to adjust their program to provide for a range of abilities and very little understanding of how to match their teaching strategies to meet different learning styles.

Reading instruction can be too rigid in French. There are only two programs to choose from--Dynamique and Sablier. Teachers are generally too inexperienced to provide other dimensions in the classroom. On the other hand, so much is available in English reading instruction that the program becomes one continuous dynamic one. Staff bring much more expertise and resources in the English program simply because it is available.

Provincial initiatives in curriculum development are desired. A thorough curriculum guide in reading would be beneficial.

Graded material that would make differentiated group work more possible; material intended for Anglophone immersion students rather than Francophone students. Development of standardized reading tests. Perhaps a specialized area of teacher preparation could be devoted to teaching reading. Perhaps some development of articulation between French and English.

Teacher Questionnaire

Background Information

Teaching experience. Table 46 presents the results for the questions designed to gain background information from the teachers on their teaching experience. One-half of the grades 4 and 7 early and the grade 7 late immersion teachers (50% in each group) indicated that they had had three years or less teaching experience in elementary school. However, over one-fourth of the grades 4 and 7 early immersion teachers (27%) reported that they had taught in elementary school for a much longer period of time (i.e., eight years or more).

Over one-half of all groups of teachers (55% and higher) indicated that they had been teaching in French immersion for three years or less. As might be expected in a relatively new program, there was only a small percentage of teachers in each group (18% and lower) who had taught in immersion for many years (i.e., eight years or more).

Table 46
Teacher Background Information (#1a,b)

	Early Immersion		Late Immersion
	Grade 4 (n=52)	Grade 7 (n=22)	Grade 7 (n=22)
No. Years Teaching Elementary School			
1-3 years	50%	50%	50%
4-7 years	23	23	36
8 or more	27	27	14
No. Years Teaching French Immersion			
1-3 years	60%	55%	59%
4-7 years	27	27	36
8 or more	13	18	5

Training for teaching reading. Approximately one-half of all groups of teachers (48% and over) indicated that they had taken credit course(s) in teaching reading in French immersion during their pre-service training, and about one-third (32% and over) also indicated that they had attended workshops on this topic (see Table 47).

Two-thirds of the grades 4 and 7 early immersion teachers (67% and 68%, respectively) and over one-half of the grade 7 late immersion teachers (54%) indicated that they had attended workshops on teaching reading in French immersion since their pre-service training. All of the late immersion teachers (100%) also indicated that they had taken non-credit sessions since their pre-service training, but only a small percentage of the grade 4 early immersion teachers (11%) and none of the grade 7 early immersion teachers had done so.

In addition to the training they had received for teaching reading in French immersion, over one-half of all groups of teachers (55% and over) responded that they had taken credit courses and over one-third (36% and over), that they had attended workshops on teaching reading in other kinds of programs (e.g., programs for native English- or French-speaking students or for second language students).

Table 47
Specialized Training for Teaching Reading
in French Immersion and Other Programs (#2a,b)

	Early Immersion[a]		Late Immersion[a]
	Grade 4 (n=52)	Grade 7 (n=22)	Grade 7 (n=22)
During Pre-Service Training			
Credit Courses	48%	55%	50%
Non-Credit Courses	6	0	9
Workshops	38	32	36
Other	8	5	9
Since Pre-Service Training			
Credit Courses	11%	14%	18%
Non-Credit Courses	11	0	0
Workshops	67	68	54
Other	11	9	9
In Other Programs			
Credit Courses	64%	64%	55%
Non-Credit Courses	17	5	5
Workshops	46	36	41
Other	10	0	9

[a] For each category, the percentages are based on the total number of teachers responding; therefore, the column percentages may not add up 100%.

Support Services

Availability of support services. As Table 48 indicates, the great majority of teachers in all groups (81% and over) reported that a reading consultant or specialist was not available to the immersion class which they taught. The majority of the early immersion teachers in both grades 4 and 7 (86% and 77%) reported that diagnostic and remedial services were available, but only a small minority of the late immersion teachers (18%) reported having such services. While approximately two-fifths of the grade 7 early immersion teachers (43%) indicated that enrichment programs were available, only approximately one-fourth of the grade 4 early immersion teachers (27%) and less than ten percent of the grade 7 late immersion teachers (9%) reported having such programs.

The majority of the grade 7 early and late immersion teachers (73% and 86%) reported that there were no students in their class receiving remedial assistance in French reading (see Table 49). In contrast, only about one-third of the grade 4 early immersion teachers (35%) reported this figure. Over one-third of the grade 4 teachers (36%) reported that there were one or two students, and one-fourth (25%) that there were three or four students receiving remedial assistance in French reading.

The great majority of teachers in all groups (81% and over) indicated that there were no students in their class receiving enrichment in French reading. A higher percentage of teachers in the early immersion program than in the late immersion program (18% and 19% vs. 5%) reported some students in their class receiving enrichment in French reading.

Table 48
Availability of Support Services for Immersion (#3)

	Early Immersion		Late Immersion
	Grade 4	Grade 7	Grade 7
Reading Consultant or Specialist	(n=47)	(n=20)	(n=22)
Yes	19%	5%	5%
No	81	95	95
Diagnostic and Remedial Services	(n=51)	(n=22)	(n=22)
Yes	86%	77%	18%
No	14	23	82
Enrichment Programs	(n=48)	(n=21)	(n=22)
Yes	27%	43%	9%
No	73	57	91

Table 49
Number of Students Receiving Remedial
Assistance or Enrichment (#4a,b)

	Early Immersion		Late Immersion
	Grade 4	Grade 7	Grade 7
Remedial Services	(n=52)	(n=22)	(n=21)
None	35%	73%	86%
1-2 Students	36	18	9
3-4 Students	25	5	5
5 Students or more	4	5	0
Enrichment Programs	(n=50)	(n=21)	(n=21)
None	82%	81%	95%
1-2 Students	2	0	0
3-4 Students	8	14	0
5 Students or more	8	5	5

Satisfaction with support services. Table 50 presents the results for teacher satisfaction with various resources as provided for their immersion class. Overall, the results indicate fairly low levels of satisfaction for most of the resources. Approximately one-half of the grade 4 early and of the grade 7 late immersion teachers indicated that they were "very satisfied" or "satisfied" with the supplementary reading materials (57% and 50%) and the classroom or school library (50% and 50%), but less than one-half of the teachers in these groups expressed satisfaction with the other resources about which they were asked. As for the grade 7 early immersion teachers, only a minority (41% and less) responded that they were "very satisfied" or "satisfied" with any of the resources as provided for their immersion class.

The resources where dissatisfaction appeared to be particularly high were as follows: the teacher resource centre; the district testing program; in-service for reading instruction in grade 4 early immersion; the supplementary reading materials and the classroom or school library in grade 7 both early and late immersion; and the district testing program in grade 7 early immersion. One-third or more of the teachers indicated that they were "dissatisfied" or "very dissatisfied" with these resources.

In their comments, the grade 4 early immersion teachers expressed concern with the lack of suitable supplementary materials and indicated the need for a district and/or school testing program and for a provincial curriculum and standards for reading. The grade 7 early immersion teachers also expressed concern with the lack of suitable materials and called for information on approaches to teaching and evaluating reading and professional training in teaching reading at specific grade levels.

Table 50
Teachers' Satisfaction with Resources in Support of Reading Program (#5)

	n	Very Satisfied/ Satisfied	Undecided/ Neutral	Dissatisfied/ Very Dissatisfied	Not Provided
Grade 4 Early					
a) supplementary reading materials	51	57%	16%	27%	0%
b) classroom or school library	52	50	19	31	0
c) teacher resource centre	51	33	18	43	0
d) school testing program	49	25	25	29	6
e) district testing program	48	21	21	33	22
f) in-service for reading instruction	51	16	25	45	14
Grade 7 Early					
a) supplementary reading materials	20	35%	25%	35%	5%
b) classroom or school library	22	41	14	45	0
c) teacher resource centre	22	36	27	27	9
d) school testing program	21	24	33	29	14
e) district testing program	21	14	38	38	10
f) in-service for reading instruction	21	24	24	29	24
Grade 7 Late					
a) supplementary reading materials	22	50%	14%	36%	0%
b) classroom or school library	22	50	14	36	0
c) teacher resource centre	22	41	9	32	18
d) school testing program	22	32	14	18	36
e) district testing program	21	14	29	14	43
f) in-service for reading instruction	21	19	19	29	33

Training for using prescribed reading material. The results for the question asking teachers if they had received any formal guidance or orientation workshop for using the Ministry-prescribed reading materials are presented in Table 51. The great majority of teachers in all groups (79% and over) indicated that they had not received any formal guidance or orientation workshop for using La Lecture sous toutes ses formes. Over one-half of the grades 4 and 7 early immersion teachers (52% and 64%), however, indicated that they had received this training for using Piloé. Approximately two-thirds of the teachers in all groups (63% and over) indicated that they had not received any formal guidance or orientation workshop for using the Ministry-prescribed novels.

Table 52 summarizes the teachers' responses to the question asking them what kind of guidance or orientation they would like to receive for using the Ministry-prescribed materials. All groups of teachers most frequently requested workshops and information on the program(s), approaches, and techniques to use and support materials for teachers and students. A small minority of late immersion teachers also requested more preparation time for teaching reading. The following sample of responses illustrates the various kinds of guidance and support requested by the teachers:

> La philosophie générale du programme; des leçons modèles (vidéos); des exemplaires du travail des élèves à chaque niveau; des suggestions de matériaux pour remplir les lacunes identifiés du programme (il y en a dans n'importe quel programme).
>
> J'aimerais connaître les différentes étapes dans l'enseignement de la lecture. Comment introduire le vocabulaire? Quelle est l'importance de l'épellation? Qu'en est-il de la phonétique? Savoir comment introduire les questions de compréhension, comment les formuler.
>
> J'aimerais faire ou recevoir des unités d'enseignement sur les romans de 7e (ex. Nos amis robots). J'aimerais recevoir des informations sur des stratégies à employer afin de rendre la lecture vivante (enseignement communicatif en lecture).
>
> Ateliers, vidéos, plus de suggestions pour le travail en classe, comment interpréter la lecture et plus d' activités guidés à faire avec les élèves. Cassettes avec des enregistrements des romans pour le travail supplémentaire.
>
> J'aimerais recevoir une formation complète, par exemple un atelier au niveau de Piloé, les romans et d'autres formes de lecture.
>
> Je trouve que La Lecture sous toutes ses formes est un livre qui ennuie les étudiants. J'essaie toujours de trouver d'autres moyens de l'utiliser mais ils ont une impression négative même avant d'arriver en 7e. Piloé est souvent trop difficile pour le niveau de langue et je dois l'adapter. Les romans, ça va. Mais j'ai tout à faire moi-même. Je voudrais plus d'idées avec des objectifs.

Table 51
Training for Using Prescribed Reading Material (#6)

	Early Immersion		Late Immersion
	Grade 4	Grade 7	Grade 7
La Lecture sous toutes ses formes	(n=47)	(n=20)	(n=18)
Yes	21%	15%	6%
No	79	85	94
Piloé	(n=52)	(n=22)	(n=19)
Yes	52%	64%	32%
No	48	36	68
Prescribed Novels	(n=47)	(n=22)	(n=19)
Yes	30%	32%	37%
No	70	68	63

Table 52
Kinds of Guidance or Orientation Requested by Teachers (#6)

	Early Immersion		Late Immersion
	Grade 4	Grade 7	Grade 7
	(n=40)[a]	(n=18)[a]	(n=11)[a]
Workshops	55%	50%	46%
Information on program(s),approaches and techniques, and support materials	45	50	36
More preparation time	0	0	18

[a] Because of multiple responses, these numbers are greater than the total numbers of teachers responding (i.e., n= 37, 15, and 10 in grades 4 and 7 early and grade 7 late immersion, respectively).

Importance of Reading Series or Materials in French Reading Instruction

Early Immersion. When asked to rate the importance of various reading series or materials in their French reading instruction, over two-thirds of the grade 4 early immersion teachers (69%) indicated that La Lecture sous toutes ses formes was "very important" or "moderately important" in their French reading instruction, but only one-half (50%) gave this response for Piloé (see Table 53). The great majority of grade 4 early immersion teachers (86%) indicated that the Ministry-prescribed novels were "very" or "moderately" important in their French reading instruction. From five to seven teachers mentioned each of the following other series or materials as being "very" or "moderately" important in their French reading instruction: I-2-3 Partez, Plaisir des saisons, Quatratout, Contes verts, Contes roses, Contes d'or, and Coin de lecture. From one to three teachers mentioned the following: Méthode Dynamique, SRA, Mots apprivoisés, Collection Lire, Les Apprentis, Eveil à la lecture, science and socials materials,and grammar and spelling.

Table 53
Teacher Ratings of Importance of Prescribed Reading Series and Materials in French Reading Instruction (#7)

	n	Very/Moderately Important	Slightly Important/ Unimportant
Grade 4 Early Immersion			
a) La Lecture sous toutes ses formes	49	69%	31%
b) Piloé	50	50	50
c) Ministry-prescribed novels	50	86	14
Grade 7 Early Immersion			
a) La Lecture sous toutes ses formes	18	72%	28%
b) Piloé	21	71	29
c) Ministry-prescribed novels	21	81	19
Grade 7 Late Immersion			
a) La Lecture sous toutes ses formes	15	40%	60%
b) Piloé	14	14	86
c) Ministry-prescribed novels	19	100	0

Nearly three-fourths of the grade 7 early immersion teachers (72% and 71%) indicated that La Lecture sous toutes ses formes and Piloé were "very" or "moderately" important in their French reading instruction. The great majority (81%) also gave this response for the prescribed novels. From four to five teachers each specified newspapers, magazines, or other novels and stories as "very" or "moderately" important; and from one to two teachers specified each of the following: Contes d'ivoire, Je bouquine, J'apprends à connaître la langue française, Le Petit Nicolas, L'affaire du cadavre vivant, Vidéo Presse, SRA, texts related to other subjects, words of popular songs, and student projects.

Late Immersion. Two-fifths of the grade 7 late immersion teachers (40%) indicated that La Lecture sous toutes ses formes was "very" or "moderately" important in their French reading instruction, even though this series was not prescribed for the late immersion program. A small percentage (14%) of the late immersion teachers gave this response for Piloé, which also was not a prescribed series for late immersion. All late immersion teachers (100%) responded that the Ministry prescribed novels were "very" or "moderately" important in their French reading instruction. From one to two teachers mentioned each of the following as "very" or "moderately" important: Les Chemins dangereux, Savoir Lire, Vidéo Presse, Editions Aquila, Mystère de M. Maurice, La Méthode orange, Contes d'argent, texts related to other subjects, and library work.

Satisfaction with Reading Series or Materials

La Lecture sous toutes ses formes. As Table 54 indicates, the majority of grade 4 early immersion teachers (55% and over) responded that they were "very satisfied" or "satisfied" with all aspects of La Lecture sous toutes ses formes. The majority of grade 7 early immersion teachers (65% and over) indicated that they were "very satisfied" or "satisfied" with all aspects of this series except the interest level. Over one-fourth (29%) reported being "dissatisfied" or "very dissatisfied" with the interest level of La Lecture sous toutes ses formes. Approximately one-fourth of the grade 4 teachers (24%) also felt this way about this aspect of the series.

Table 54
Teachers' Satisfaction with La Lecture sous toutes ses formes (#8)

	n	Very Satisfied/ Satisfied	Undecided or Neutral	Dissatisfied/ Very Dissatisfied
Grade 4 Early Immersion				
a) the linguistic level of the reading materials	47	66%	13%	21%
b) the content	46	63	22	15
c) the interest level	46	61	15	24
d) the variety	46	63	26	11
e) the ease of using the program	47	55	21	23
Grade 7 Early Immersion				
a) the linguistic level of the reading materials	17	65%	18%	18%
b) the content	17	65	29	6
c) the interest level	17	41	29	29
d) the variety	17	76	24	0
e) the ease of using the program	17	71	23	6

Piloé. The results for the ratings on the Piloé series (see Table 55) indicate that the majority of the grade 4 early immersion teachers (69% and over) responded that they were "very satisfied" or "satisfied" with the content, the interest level, and the variety of Piloé. However, only approximately two-fifths (42%) responded that they were "very satisfied" or "satisfied" with the linguistic level of the reading materials, and over two-fifths (46%) said that they were "dissatisfied" or "very dissatisfied" with this aspect of the program. In addition, nearly one-half (49%) said that they were "dissatisfied" or "very dissatisfied" with the content of the "travaux pratiques," and over three-fifths (61%) felt this way about the ease of using the program.

The majority of the grade 7 early immersion teachers (52% and over) were "satisfied" or "very satisfied" with the linguistic level, content, interest level, and variety of the reading materials in Piloé. However, only a minority (26% and 16%) felt this way about the content of the "travaux pratiques" and the ease of using the program, and over one-half (58% and 74%) said that they were "dissatisfied" or "very dissatisfied" with these aspects.

Table 55
Teachers' Satisfaction with Piloé (#9)

	n	Very Satisfied/ Satisfied	Undecided or Neutral	Dissatisfied/ Very Dissatisfied
Grade 4 Early Immersion				
a) the linguistic level of the reading materials	48	42%	12%	46%
b) the content	48	69	23	8
c) the interest level	47	72	17	11
d) the variety	48	77	19	4
e) the content of the travaux pratiques	49	18	33	49
f) the ease of using the program	49	16	23	61
Grade 7 Early Immersion				
a) the linguistic level of the reading materials	19	52%	16%	32%
b) the content	19	68	16	16
c) the interest level	18	67	5	28
d) the variety	19	90	10	0
e) the content of the travaux pratiques	19	26	16	58
f) the ease of using the program	19	16	10	74

Ministry-prescribed novels. The results for the question asking teachers to rate their satisfaction with the Ministry-prescribed novels (see Table 56) indicate that the majority in all groups (51% and over) were "very satisfied" or "satisfied" with the prescribed novels for their grade. Approximately one-fourth of the grade 4 early immersion teachers (24%) said that they were "dissatisfied" or "very dissatisfied" with Les Mots...de Picotine, and a similar percentage of grade 7 early immersion teachers (25%) felt this way about Surréal 3000. Over one-fifth of the grade 7 late immersion teachers (22%) expressed dissatisfaction with Le Visiteur du soir.

Table 56
Teachers' Satisfaction with Prescribed Novels (#10)

	n	Very Satisfied/ Satisfied	Undecided or Neutral	Dissatisfied/ Very Dissatisfied
Grade 4 Early Immersion				
a) Emilie, la baignoire à pattes	50	84%	12%	4%
b) La Maison tête de pioche	40	73	17	10
c) Une Boîte magique très embêtante	35	51	34	14
d) Plumeneige	39	69	15	15
e) Les Mots...de Picotine	37	57	19	24
Grade 7 Early Immersion				
a) Surréal 3000	20	55%	20%	25%
b) Le Club des curieux	17	65	18	18
c) Le Garçon au cerf-volant	17	53	29	18
d) Le Mystère du grenier	16	56	31	13
Grade 7 Late Immersion				
a) Les Abeilles attaquent	21	71%	24%	5%
b) Le Petit Nicolas	19	84	11	5
c) Nos Amis robots	18	83	17	0
d) Contes fantastiques	17	76	18	6
e) Le Visiteur du soir	18	61	17	22
f) Pi-Oui	16	69	31	0
g) Le Mystère du jeune pharaon	19	79	11	11

Non-prescribed materials. Over one-half of the grade 4 early (56%) and the grade 7 late immersion teachers (55%) reported that they were "very satisfied" or "satisfied" with other (i.e., non-prescribed) materials available for teaching reading to French immersion students (see Table 57). However, only approximately two-fifths of the grade 7 early immersion teachers (41%) felt this way about these materials. One-half of the grade 7 early immersion teachers (50%) said that they were "dissatisfied" or "very dissatisfied" with the materials available to them, and approximately one-third of the grade 4 early (31%) and the grade 7 late immersion teachers (30%) also felt this way about their materials. An analysis of the teachers' comments reveals that much of the dissatisfaction was due to the fact that there were not enough materials available, that there was too little choice, and that there were few materials suited to both the interest and linguistic level of their students. The following comment made by a grade 7 early immersion teacher summarizes the situation:

Il y a très peu de matériel qui remplit tous les besoins des élèves. Si c'est à leur niveau de compréhension, c'est souvent trop enfantin pour les intermédiaires, et quand le niveau d'intérêt leur convient, le niveau de compréhension est trop élevé et ils deviennent frustrés.

Table 57
Teachers' Satisfaction with Other (Non-Prescribed) Reading Materials (#11)

	n	Very Satisfied/ Satisfied	Undecided or Neutral	Dissatisfied/ Very Dissatisfied
Grade 4 Early	48	56%	13%	31%
Grade 7 Early	22	41	9	50
Grade 7 Late	20	55	15	30

Integration of French Reading Instruction with Other Areas

Table 58 presents the results for the question asking teachers whether they had taken any measures to integrate the French reading instruction given to their class with the instruction they received in French writing, speaking and listening comprehension, and in other subjects taught in French (e.g., social studies, science). Table 59 presents an analysis of the teachers' descriptions of the measures they had taken.

French writing. As Table 58 indicates, all or nearly all the grades 4 and 7 early and the grade 7 late immersion teachers (95% and over) responded that they had taken measures to integrate French reading with French writing. As can be seen in Table 59, the grade 4 teachers most frequently mentioned having students write compositions, paragraphs, stories, or other writing tasks based on the reading they had done (54%). They also mentioned having students write résumés and comptes rendus (16%) and answer comprehension questions (11%) based on their reading.

Like their grade 4 counterparts, the grade 7 early immersion teachers most frequently mentioned a variety of writing activities (e.g., compositions, paragraphs, stories, research projects) based on the students' reading materials (59%). They also mentioned having students write résumés and do written comprehension questions, dictées, and grammar and vocabulary exercises, and having them read the stories of others. The grade 7 late immersion teachers most frequently mentioned written activities based on the reading (39%) and on the résumés and comptes rendus (25%). Also mentioned were grammar, spelling, and vocabulary exercises, comprehension questions, and dictées.

French speaking and listening comprehension. The results in Table 58 indicate that all or nearly all the early and late immersion teachers (96% and over) had also taken measures to integrate French reading with French speaking and listening comprehension. The grade 4 teachers most frequently mentioned discussions and debates (32%) and oral presentations (21%) based on the reading materials (see Table 59). They also described dramatic activities (16%), listening comprehension activities (16%), and oral reading (10%). The grade 7 early immersion teachers most frequently described discussions (29%) and dramatic activities (29%) based on the reading. Oral presentations (12%) and oral reading (12%) were also mentioned. Like their early immersion counterparts, the grade 7 late immersion teachers most frequently mentioned discussions (26%) and dramatic activities (23%) based on the reading materials; they also frequently mentioned oral presentations (21%) and oral reading (15%). Listening comprehension activities and dictées were also mentioned.

Other subjects taught in French. The great majority of teachers in all groups (80% and over) indicated that they had taken measures to integrate instruction in French reading with instruction in other subjects (e.g., social studies and science) taught in French. Many of the grade 4 teachers simply specified the subjects they integrated, with eight mentioning social studies, three, science, and one, math. Other teachers were more specific about the activities, with most saying that they had students do research projects, or that they integrated activities and themes in the various subjects, or used the Piloé texts for social studies or science. Of the grade 7 early immersion teachers, three teachers specified that they carried out this integration in social studies, and one teacher said that she did so in art. Most teachers mentioned having students do research projects and reports, while one teacher mentioned integrating activities in the various subjects, and another mentioned the use of the Piloé texts for social studies and science. Among the late immersion teachers, five teachers specified that they integrated reading with the teaching of social studies, four specified art, and two, mathematics. Most teachers mentioned integrating activities in the various subjects, two mentioned research projects, and one mentioned using the Piloé texts.

Table 58
Integration of French Reading Instruction with Other Areas (#12)

	Early Immersion		Late Immersion
	Grade 4	Grade 7	Grade 7
French Writing	(n=50)	(n=22)	(n=22)
Yes	96%	100%	95%
No	4	0	5
French Speaking and Listening	(n=49)	(n=21)	(n=21)
Yes	96%	100%	100%
No	4	0	0
Other Subjects	(n=49)	(n=20)	(n=19)
Yes	94%	80%	95%
No	6	20	5

Table 59
Descriptions of Measures Taken to Integrate Instruction in French Reading with Other Areas (#12)

	Early Immersion		Late Immersion
	Grade 4	Grade 7	Grade 7
French Writing	(n=37)[a]	(n=17)[a]	(n=28)[a]
Writing activities based on reading materials	54%	59%	39%
Résumés and comptes rendus	16	12	25
Comprehension questions	11	6	11
Reading stories written by others	8	6	0
Dictées	0	6	11
Text analysis	5	0	0
Grammar and/or vocabulary exercises	5	12	14
French Speaking and Listening Comprehension	(n=38)[b]	(n=17)[b]	(n=34)[b]
Discussions	32%	29%	26%
Dramatic activities	16	29	23
Oral presentations	21	12	21
Oral reading	10	12	15
Listening activities	16	0	9
Dictées	0	0	6
Vocabulary	3	0	0
Pronunciation exercises	0	6	0
Other	3	12	0

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[a] Because of multiple responses, these numbers are greater than the total number of teachers responding (n=34, n=17, and n=16 grade 4 early and grade 7 early and late immersion teachers, respectively).

[b] Because of multiple responses, these numbers are greater than the total number of teachers responding (n=29, n=12, and n=16 grade 4 early and grade 7 early and late immersion teachers, respectively).

Articulation between French and English Reading Programs

Early Immersion. Over one-half of the grade 4 early immersion teachers (58%) indicated that another teacher taught English reading to their class (see Table 60). When asked to describe ways in which they collaborated with the English teacher, four teachers described a fairly comprehensive program of collaboration:

> Nous travaillons sur les mêmes thèmes (ex. Halloween, Amerindiens et explorateurs), sur les mêmes styles d'écriture (ex., histoires, textes à caractère informatif, romans, poèmes) et les mêmes techniques de lecture (utilisation du dictionnaire, techniques de recherche).
>
> Nous discutons ensemble du thème de la semaine. Communiquons ensemble pour "discuter" des faiblesses en lecture des élèves afin de coopérer ensemble pour corriger les faiblesses. Insistons ensemble sur les points essentiels. En général, faisons notre possible pour développer une approche semblable afin de renforcer l'essentiel de l'apprentissage de la lecture, comment découvrir l'information, comment analyser un texte, résumer.

Of the remaining teachers, five said that they discussed their programs together, two that they used a common thematic approach, two that they collaborated informally, and one that he/she had an excellent collaboration. Four teachers made general comments, and seven said that they collaborated very little or not at all with the English teacher.

Table 60
English Language Arts Taught by Another Teacher (#13)

	Early Immersion		Late Immersion
	Grade 4 (n=52)	Grade 7 (n=22)	Grade 7 (n=22)
Yes	58%	77%	55%
No	42	23	45

Over three-fourths (77%) of the grade 7 early immersion teachers had classes which were taught English reading by another teacher (see Table 60). When asked to describe ways in which they collaborated with this teacher, almost half of those responding (44%) said that there was no collaboration. Two teachers provided a fairly comprehensive description of their collaboration:

> On a les mêmes objectifs et on tente d'offrir aux élèves les mêmes attentes. Je fais l'étude d'un livre et elle en fait l'étude d'un autre. Après on vise tous les éléments de la lecture et de l'écriture.

Of the remaining teachers responding, two said that they had occasional discussions, two that they used a common thematic approach, one that he/she consulted on the progress of the children, and one that he/she tried to avoid repetition; one teacher made a general comment.

Late Immersion. Over one-half of the grade 7 late immersion teachers (55%) indicated that their class was taught English reading by another teacher. When asked to describe ways in which they collaborated with this teacher, almost half of those responding (45%) said that there was no collaboration. Two teachers said that they had programs which complemented one another, two that they discussed their programs together, and two provided fairly detailed descriptions of their collaboration, an example of which follows:

> Nous avons décidé ensemble les objectifs les plus importants (exemple, la grammaire) qui ont besoin de plus d'emphase. Nous avons organisé ensemble les thèmes (les unités) qui correspondent aux thèmes en sciences humaines et en lecture française.

Importance of Various Instructional Approaches in Teaching Reading

Early Immersion. The results for the question asking teachers to indicate how often they used various instructional approaches in the teaching of French reading to their immersion class are presented in Table 61. The majority of the grade 4 early immersion teachers (57% and over) said that they devoted from 1% - 25% of the time to each of the following activities: oral reading by the teacher and student, workbooks and skills sheets, and reporting of books. Nearly one-half of the grade 4 teachers (48%) indicated that they devoted from 1% - 25% of the time to independent reading. Nearly one-half (48%) devoted from 26% - 74% of the time to group discussion.

The majority of the grade 7 early immersion teachers (52% and over) devoted from 26% - 74% of the time to each of the following activities: group discussion, workbooks and skills sheets, and independent reading. The majority (50% and over) devoted from 1% - 25% of the time to oral reading by the teacher and student and to the reporting of books.

Late Immersion. The majority of grade 7 late immersion teachers (55% and over) indicated that they devoted from 26% - 74% of the time to oral reading by the student, to workbooks and skills sheets, and to independent reading. The majority (50% and over) devoted from 1% - 25% of the time to the following activities: oral reading by the teacher, group discussion, and reporting of books.

Table 61
Percentage of Time Devoted to Various Instructional Approaches for Teaching French Reading (#14)

	n	75%-100%	26%-74%	1%-25%	Never
Grade 4 Early Immersion					
a) lecture à haute voix par le professeur	52	4%	19%	77%	0
b) lecture à haute voix par l'élève	52	8	31	61	0
c) group discussion	52	10	48	42	0
d) workbooks/skills sheets	51	6	37	57	0
e) independent reading	52	6	42	48	4
f) reporting of books	51	6	29	63	2
Grade 7 Early Immersion					
a) lecture à haute voix par le professeur	22	0%	27%	73%	0%
b) lecture à haute voix par l'élève	22	5	27	64	5
c) group discussion	22	18	68	14	0
d) workbooks/skills sheets	21	5	52	33	10
e) independent reading	22	14	54	32	0
f) reporting of books	22	9	41	50	0
Grade 7 Late Immersion					
a) lecture à haute voix par le professeur	22	0%	18%	73%	9%
b) lecture à haute voix par l'élève	21	9	62	29	0
c) group discussion	22	9	41	50	0
d) workbooks/skills sheets	22	4	55	41	0
e) independent reading	22	9	59	32	0
f) reporting of books	22	4	23	73	0

Importance of Various Criteria for Evaluating Reading Achievement

The majority of grade 4 early immersion teachers (51% and over) indicated the following criteria as "very important" in determining their final evaluation of a student's progress in reading: teacher observations of student performance, student assignments, and student interest in reading (see Table 62). The majority of the grade 7 early and late immersion teachers (59% and over) also indicated that teacher observations of student performance and student assignments were "very important," but less than one half (46% and 36%) indicated student interest in reading as a "very important" criterion.

The majority of all groups of teachers (54% and over) indicated that teacher-made tests were "moderately important" in determining their final evaluation of a student's progress in reading. Over three-fifths of the grade 4 early immersion teachers (62%) also indicated that standardized tests were "moderately important," and over two-fifths (44%) gave this rating to checklists or rating scales. In contrast, a large percentage of the grade 7 early and late immersion teachers said that standardized French tests (45% and 52%) and checklists or rating scales (50% and 60%) were only "slightly important" or "unimportant" in determining their final evaluation of a student's progress in reading.

Suggestions for Changes or Improvement

Early Immersion. Over one-half of the **grade 4 early immersion** teachers (58%) provided suggestions for changes or improvement in the French reading instruction program. As can be seen in Table 63, teachers most frequently (41%) provided suggestions related to the need for **support services and materials** for teachers. They called for workshops on teaching reading, as well as for support personnel such as reading specialists and teacher aides. They also requested support material for the Piloé series, for teaching novels, vocabulary and listening comprehension, and for evaluation. The need for scope and sequence charts, student workbooks, and standardized reading tests was also mentioned. The following comment is illustrative of the teachers' suggestions in this area:

> Au niveau intermédiaire, il faut que du matériel pédagogique soit préparé pour le programme de Piloé et pour les romans. Par là, je veux dire: des unités avec des fiches de travail; des tests d'évaluation qui correspondent aux passages de lecture. Un peu comme ce qui est disponible pour Ginn en anglais. Je ne suggère pas que le professeur se sert uniquement de ce matériel écrit. Mais avec des classes multiples il faut que le professeur ait accès à du matériel de support écrit et d'évaluation.

The grade 4 early immersion teachers also frequently (26%) made suggestions related to the **prescribed reading materials** and the **Ministry direction** that should be provided. One teacher felt that the choice of reading materials should be left entirely to the teacher. However several teachers felt that there should be more Ministry direction and/or a better and more structured prescribed reading series, especially than that provided by Piloé. A few of their comments are provided.

Table 62
Importance of Various Evaluation Criteria (#15)

	n	Very Important	Moderately Important	Slightly Important	Unimportant
Grade 4 Early Immersion					
a) French standardized reading tests	47	9%	62%	21%	9%
b) teacher-made tests	46	28	65	7	0
c) checklists or rating scales	45	16	44	33	7
d) teacher observations of student performance	49	69	31	0	0
e) student assignments	51	59	39	2	0
f) student interest in reading	51	51	41	8	0
Grade 7 Early Immersion					
a) French standardized reading tests	20	10%	45%	35%	10%
b) teacher-made tests	22	41	54	5	0
c) checklists or rating scales	20	5	45	40	10
d) teacher observations of student performance	22	73	23	4	0
e) student assignments	22	64	36	0	0
f) student interest in reading	22	46	50	4	0
Grade 7 Late Immersion					
a)French standardized reading tests	21	14%	33%	19%	33%
b) teacher-made tests	22	36	64	0	0
c) checklists or rating scales	15	13	27	40	20
d) teacher observations of student performance	22	59	41	0	0
e) student assignments	22	68	32	0	0
f) student interest in reading	22	36	46	18	0

Organiser un programme plus défini et plus concret afin d'ajuster ce qui est plus spécifique de la 4e et 5e année. Aider les enseignants à avoir une approche plus concise de ce qu'est l'approche communicative.

La méthode Piloé est trop ambitieuse. Elle essaie de travailler les quatre habilités ... dans une seule méthode. Les activités comprises dans cette méthode sont pas mal difficiles à employer. Les textes sont trop faciles. Il n'y a presque pas de texte littéraire là-dedans. Il n'y a pas assez de travaux pratiques dans Piloé non plus. Nous avons besoin d'une bonne méthode de lecture qui a une structure aussi compréhensive qu'une méthode telle que la série anglaise Ginn.

Table 63
Teachers' Suggestions for Changes or Improvement for Reading Instruction in French Immersion (#16)

	Early Immersion		Late Immersion
	Grade 4 (n=42)[a]	Grade 7 (n=23)[a]	Grade 7 (n=14)[a]
Support services and materials for teachers	41%	35%	50%
Ministry direction and comments on prescribed reading series	26	9	21
Student materials	21	43	29
General comments	12	13	0

[a] Because of multiple responses, these numbers are greater than the total number of teachers responding (i.e., n=30, 17, and 10 grade 4 and grade 7 early and late immersion teachers, respectively).

Teachers also frequently provided suggestions (21%) on the type of **student reading materials** needed, mentioning the need for a greater variety of materials suited to their linguistic level, interest, and age; a greater number and variety of novels and short stories; and reading materials related to social studies, science, and French-Canadian culture. Finally, some teachers made more general comments on the approaches they used or found important. A few of these comments are provided.

> De plus en plus, je trouve qu'il faut développer le sujet à fond avec les élèves. C'est très important qu'ils se sentent impliqués par le sujet et que les activités connexes les intéressent. Il faut combiner la lecture et des activités autant que possible. Sans cela tout demeure trop abstrait et devient un travail purement de mémoire, ce qui est difficile pour certains élèves qui n'ont pas une bonne mémoire auditive.

> Parce que ça prend tellement de temps de préparer les élèves avant d'aborder un nouveau texte français (en n'importe quelle matière, soit lecture française, sciences humaines ou sciences naturelles), je trouve que c'est tout à fait impossible de bien couvrir toute la lecture requise chaque semaine. Je suggère qu'au lieu d'utiliser les livres tels que Piloé ou La Lecture sous toutes ses formes comme méthode de base, qu'on se sert d' "Explorations" (sciences humaines) pour enseigner la lecture informative et qu'on trouve un petit livre simple de poésie et de littérature pour cultiver l'apprentissage littéraire chez les élèves.

Over three-fourths of the **grade 7 early immersion** teachers (77%) made suggestions for changes or improvement in the French reading instruction program. They most frequently provided suggestions on the kinds of **student materials** (43%) and **teacher support services and materials** (35%) that were needed (see Table 63). They called for materials better suited to the linguistic level, interests and age of their students, as well as for authentic documents, for a more extensive collection of novels, and for materials related to social studies and science, and to the British Columbia context. They also requested workshops for teaching reading, and support materials for teachers including standardized reading lists, resource books, teacher guides, and workbooks.

A few teachers made comments on the prescribed reading materials. One felt that the prescribed novel list should be revised, and another felt that the list of prescribed texts should be more realistic and should not be changed so frequently. Finally, a few teachers made more general comments. One described her approach toward teaching reading, another said that she felt that the frequent reading of easy novels was important, and another suggested that teacher training courses for teaching reading should be tailored to specific grade levels.

Late immersion. Over two-fifths of the **grade 7 late immersion** teachers (46%) provided suggestions for changes and improvement in the French reading instruction program. They most frequently (50%) mentioned the need for **teacher support services and materials**, including workshops, information on evaluation, teacher aides for teaching sub-groups, and resource units for novels. They also called for more student materials, in particular, materials for enrichment or those that were better suited to the linguistic level, interests, and age of their students (29%). A few teachers commented on the prescribed materials, with one criticizing the Piloé series, another suggesting that the prescribed reading list for late immersion be expanded, and another requesting information on the availability of films based on the novels the students were reading.

Chapter Six

RESULTS OF THE FRENCH LISTENING AND SPEAKING TESTS

This chapter presents the results of the performance of the grade 7 students on the French listening and speaking measures. All children enrolled in the grade 7 early and late immersion programs in the province were tested for listening comprehension, and a random sample of approximately one-fourth of the students were tested for speaking. According to estimated fall 1986 enrollments, the participation rates for the French Listening Test were 93% for early and 89% for late immersion (665 and 548 students, respectively). The final sample for speaking was 150 early and 120 late immersion students.[3] In order to make comparisons with native speakers of French, 18 Francophone students from one school in Winnipeg, Manitoba, were administered the French Speaking Test near the beginning of their grade 8 year.

French Listening Comprehension

Table 64 presents the results of the performance of the grade 7 students on the French Listening Comprehension Test and compares their performance with that of grade 7 immersion children from three school districts in British Columbia tested in spring 1983. The mean performance of the **early immersion** students in French listening comprehension was 70%; this performance was rated as Satisfactory to Very Satisfactory by the Interpretation Panel. The mean performance of the **late immersion** students in French listening comprehension was 55%. This was rated as Very Satisfactory by the Interpretation Panel. The early and late immersion students performed at levels in French listening comprehension similar to their counterparts from three school districts in British Columbia previously tested (Shapson & Day, 1984).

Table 64
Performance of Grade 7 Early and Late Immersion
Students in French Listening Comprehension

	Early Immersion		Late Immersion	
	n	Mean Performance	n	Mean Performance
1987 Provincial Assessment	665	70%	548	55%
1983 Comparative Data[a]	129	69	101	56

[a] Based on the performance of grade 7 early and late immersion students from three school districts in British Columbia tested in spring 1983 (Shapson & Day,1984).

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[3] The total numbers tested for speaking were 156 early and 126 late immersion students; technical defects in the recordings required six early and six late immersion students to be eliminated from the analyses.

French Speaking

Rating Scales

Table 65 presents the provincial results on the rating scales of the French Speaking Test and compares these with the results for the native French-speaking children who were tested as part of this study. The results for the more communicative measures (i.e., Quality of Discussion, Quality of Information, and Quality of Description) are first discussed, followed by those for the Fluency and Pronunciation/Intonation measures. The frequency distributions of student scores and the descriptors for the rating scales are also provided (Table 66 and Figure 9) to enable the reader to gain a more comprehensive understanding of the grade 7 students' performance in speaking.

Quality of discussion (Town planning). The town planning task was rated for the quality of the discussion, taking into account the complexity and fullness of the discussion and the development and expression of ideas, the interaction among the children, and their overall control of language. There are four points on the scale, with the highest point (4) given to a discussion which is very good and the lowest point (1) to a discussion which is inadequate. The evaluations on this scale were made on the testing group (n=3 students), while those on the other scales were made on the individual students. The grade 7 **early immersion** students received a mean rating of 2.6 (max=4) on the Quality of Discussion scale (see Table 65). An examination of the distribution of scores on this scale (see Table 66) reveals that three-fifths of the groups (60%) received a rating of 3, indicating a good discussion, with generally clear and well developed ideas and good interaction and control of language. Approximately one-third of the groups (30%) received a rating of 2, indicating a discussion which was only adequate.

The **late immersion** students received a mean rating of 2.4 (max=4) on the Quality of Discussion scale. Over two-fifths of the groups (44%) received a rating of 3, indicating a good discussion. Approximately one-half (51%) received a rating of 2, which is given to adequate discussions with some attempt at development and expression of ideas, little interaction, and a somewhat limited control of language.

The **Francophone** students received a mean rating of 2.8 (max=4) on the Quality of Discussion scale. One-half of the Francophone groups (50%) received a rating of 3 and one-third (33%) received a rating of 2 (see Table 66).

Quality of information (Interview). In the first part of the interview, the students were rated for the quality of information in their responses to the interview questions asking them who they would be and what they would do if they lived in the town and why. There are four points on the scale, with the highest point (4) given to a child who answers the questions very well and the lowest (1) to a child who does not answer the questions adequately (see Figure 9).

Table 65
Results of Ratings on the French Speaking Test

Scale	Early Immersion			Late Immersion			Francophone			F-ratio[b]
	n[a]	Mean Rating (max=4)	S.D.	n[a]	Mean Rating (max=4)	S.D.	n[a]	Mean Rating (max=4)	S.D.	
Quality of Discussion	50	2.6	.68	39	2.4	.59	6	2.8	.75	-
Quality of Information	147	2.5	.63	117	2.4	.63	18	2.5	.51	1.0[n.s.]
Quality of Description	146	2.4	.69	114	2.2	.82	17	2.5	.62	3.2[n.s.]
Fluency	150	2.8	.40	113	2.6	.52	18	3.9	.24	77.5***
Pronunciation/Intonation	144	2.8	.40	120	2.1	.53	18	4.0	.00	182.7***

S.D. = Standard Deviation
n.s. = Not significant.
*** = Significant at the .001 level.

[a] The numbers for the Quality of Discussion scale represent the number of groups rated. The numbers for all other scales represent the number of students rated.

[b] Based on one-way analysis of variance comparing Francophone vs. early vs. late immersion. This analysis was not conducted on the Quality of Discussion scale because there were too few testing groups (i.e., 6 groups) in the Francophone sample for reliable comparisons to be made. Post-hoc comparisons of the significant results for Fluency and Pronunciation/Intonation further revealed that the Francophone students scored higher than both immersion groups and early immersion scored higher than late immersion on the two scales.

The grade 7 **early immersion** students received a mean rating of 2.5 (max=4) on the Quality of Information scale in the interview. Nearly half of the students (46%) received a rating of 3 (see Table 66), indicating that they gave generally clear and complete responses and answered the interview questions well. A similar percentage (46%) received a rating of 2 on this scale. They responded adequately to the interview questions, but did not explain or elaborate on their responses enough to qualify for a higher rating.

The grade 7 **late immersion** students received a mean rating of 2.4 (max=4) on the Quality of Information scale. Approximately one-third of these students (34%) were assigned a rating of 3, indicating that they gave generally clear and complete responses and answered the questions well. Three-fifths (60%) were assigned a rating of 2, indicating that they answered the interview questions adequately but did not explain or elaborate on their responses enough to qualify for a higher rating.

The **Francophone** students received a mean rating of 2.5 (max=4) on the Quality of Information scale. No significant differences were found between their performance and those of the early and late immersion students on this measure. As the distributions show (see Table 66), one-half of the students (50%) received a rating of 3 in Quality of Information, and the remaining students (50%) received a rating of 2. This distribution was quite similar to that for the early immersion students.

Quality of description (Interview). In the second part of the interview, the students were rated for the quality of their description of the job or occupation they had chosen in Part One. There are four points on the scale, with the highest rating (4) given to a description which is clear and easily understood and in which the level of language is very good, and the lowest rating (1) given to a description which is poor and not understandable and in which the level of language is quite limited. The grade 7 **early immersion** students received a rating of 2.4 (max=4) on the Quality of Description scale (see Table 65). Over two-fifths of the students (44%) received a rating of 3, indicating that their descriptions were clear and easy to understand and their level of language and vocabulary good. A similar percentage (44%) received a rating of 2, indicating that their descriptions were vague and difficult to understand and their level of language and vocabulary, rather limited.

The grade 7 **late immersion** students received a mean rating of 2.2 on the Quality of Description scale. Approximately one-third of these students (32%) received a 3 rating, which is given to descriptions which are clear and easy to understand with a good level of language and vocabulary. Over two-fifths (44%) received a 2 rating, indicating vague descriptions with a rather limited level of language and vocabulary. Nearly one-fifth (19%) received a 1 rating, indicating that their descriptions were poor and could not be understood.

The **Francophone** students received a mean rating of 2.5 (max=4) on the Quality of Description scale. No significant differences were found between their performance and those of the early and late immersion students on this measure. Approximately two-fifths of these students (41%) received a rating of 3, and approximately one-half (53%) received a rating of 2. The distribution for the Francophone students was comparable to that for the early immersion students, except that no Francophone student received the lowest rating (1), whereas a small minority of the early immersion students (8%) did so.

Fluency (Town planning). All students tested for speaking were rated for their Fluency in the town planning task. The Fluency scale measures the ease and flow of the students' speech in comparison with native speakers. There are four points on the scale, with the highest point (4) being reserved for native speakers or for children close to native speakers in their fluency and the lowest (l) for children who speak French haltingly and with much effort (see Figure 9). The grade 7 **early immersion** students received a mean rating of 2.8 (max=4) in Fluency. The great majority of these students (81%) received a rating of 3, indicating that their speech was relatively smooth and effortless though slower than that of native speakers. With the exception of one child who was rated native-like in fluency, the remaining children (18%) received a rating of 2, indicating an uneven flow of speech requiring some effort.

The grade 7 **late immersion** students received a mean rating of 2.6 (max=4) in Fluency. Over one-half of these students (57%) received a rating of 3, indicating that they spoke French relatively smoothly and effortlessly. Over two-fifths (42%) received a rating of 2, indicating that the flow of their speech was uneven, occasionally halting, and requiring some effort.

The **Francophone** students received a mean rating of 3.9 (max=4) in Fluency and performed at a significantly higher level than both the early and late immersion students. Nearly all the Francophone students (94%) received a rating of 4, indicating native-speaker fluency.

Pronunciation/Intonation (Story). The Pronunciation/Intonation scale measures how well students pronounce French in comparison with native speakers. There are four points on the scale, with the highest point (4) reserved for students who are close to native speakers in their pronunciation and intonation and the lowest (1) to those with poor pronunciation and intonation. The **early immersion** students received a mean rating of 2.8 (max=4) on this scale. The great majority of students (83%) received a rating of 3, indicating good or rather good pronunciation and intonation and a light or rather light accent. A minority (16%) received a rating of 2, indicating adequate pronunciation and intonation and a marked or rather marked accent.

The **late immersion** students received a mean rating of 2.1 (max=4) in Pronunciation/Intonation. Approximately one-fifth of the students (19%) received a rating of 3; they were judged to have a good or rather good pronunciation of French and to have a light or rather light accent. Close to three-fourths (72%) received a rating of 2; they were judged to have an adequate pronunciation of French and to speak with a marked or rather marked accent. A small minority (9%) received a rating of 1; they were judged to have a poor pronunciation of French and to speak with a very marked accent.

The **Francophone** students received a mean rating of 4.0 (max=4) on the Pronunciation/Intonation scale and performed at a significantly higher level than both the early and late immersion students on this measure. All the Francophone students (100%) received a mean rating of 4, indicating native-like pronunciation and intonation.

Table 66
Distributions of Student Scores on the Rating Scales of the French Speaking Test

Rating	Early Immersion	Late Immersion	Francophone
Quality of Discussion	(n=50)[a]	(n=39)[a]	(n=6)[a]
4	2%	0%	17%
3	60	44	50
2	30	51	33
1	8	5	0
Quality of Information	(n=147)	(n=117)	(n=18)
4	5%	3%	0%
3	46	34	50
2	46	60	50
1	3	2	0
Quality of Description	(n=146)	(n=114)	(n=17)
4	4%	5%	6%
3	44	32	41
2	44	44	53
1	8	19	0
Fluency	(n=150)	(n=113)	(n=18)
4	1%	0%	94%
3	81	57	6
2	18	42	0
1	0	1	0
Pronunciation/Intonation	(n=144)	(n=120)	(n=18)
4	0%	0%	100%
3	83	19	0
2	16	72	0
1	1	9	0

[a] The numbers for the Quality of Discussion scale represent the number of groups rated. The numbers for all other scales represent the number of students rated.

Figure 9
Rating Scales for the French Speaking Test

Quality of Discussion (Town planning)

Rating	Descriptor
4	Very good discussion. There is very good interaction and good participation. Overall, the children develop and explain their ideas and opinions very well, and they express them fully and clearly. Control of language is very good.
3	Good discussion. There is good interaction and rather good participation. Overall, the children develop and explain their ideas and opinions well, although sometimes they do not develop them clearly and/or fully. Control of language is good.
2	Adequate discussion. There is little interaction and limited participation. The children make some attempt at developing and expressing their ideas. However, on the whole, their ideas are not elaborated to any great extent, and they tend to be vague and/or incomplete. Control of language is somewhat limited.
1	Inadequate discussion. There is little or no interaction and poor participation. The children have very few ideas, and they tend to be vague. Control of language is limited.

Quality of Information (Interview: Part 1)

Rating	Descriptor
4	The child answers the questions very well. His/her responses are very elaborated and clear. They tend to be very complete and superior in content, coherence, and logical ordering.
3	The child answers the questions well. His/her responses are generally complete and clear. Sometimes the child lacks a bit of coherence in what he/she says, but in general, the content and quality of the responses are of a good level.
2	The child answers the questions adequately, but the responses are not elaborated. They consist mainly of simple comments or remarks rather than explanations. In addition to the limited content, the responses may be vague and/or lack coherence.
1	The child does not answer the questions adequately. There is little information, irrelevant information, and/or too much English. You cannot understand the child's intent.

Quality of Description (Interview, Part 11)

Rating	Descriptor
4	The description is clear and you can easily understand what the child's occupation is. The level of language and vocabulary is very good; sentence structures are correct.
3	The description is clear and you can easily understand what the child's occupation is. The level of language and vocabulary is good; sentence structures are generally correct.
2	The description is vague and the occupation is not really described. You can understand what the child's occupation is but only with some difficulty. The level of language and vocabulary are rather limited; sentence structures are sometimes correct.
1	The description is poor. You cannot understand what the child's occupation is. The language and vocabulary are quite limited; sentence structures are generally incorrect.

Fluency (Town planning)

Rating	Descriptor
4	Relatively smooth and effortless, native-like rate of speech.
3	Relatively smooth and effortless, but rate of speech is slower than native (or perceptibly non-native).
2	Speech is uneven; seems to require effort; occasionally halting and choppy.
1	Halting, slow speech; seems to require much effort; choppy.

Pronunciation/Intonation (Chain Story)

Rating	Descriptor
4	Native-speaker level or very close to native speaker.
3	Good or rather good pronunciation; light or rather light accent. Intonation sometimes good.
2	Adequate pronunciation; marked or rather marked accent. English intonation.
1	Poor pronunciation; very marked accent. Difficult to understand; some sounds may be distorted. Marked English intonation.

Error Analyses

Quantitative analyses of the children's grammar in the town planning, story, and interview tasks were conducted in order to provide more detailed information on the strengths and weaknesses of the immersion children in oral grammar than could have been provided by the global ratings. The error analysis for the story focussed on the auxiliary être where required in the passé composé, while that for the interview focussed on the conditional and the idiomatic verb, avoir...ans. These analyses included all the early and late immersion children (n=150 and 120, respectively) and all the Francophone children (n=18).

The error analyses for the town planning task focussed on major grammatical classes (e.g., articles, adjectives, and verbs). These analyses were conducted by one of the raters from transcriptions of the discussions on the zoo, cemetery, and hospital in the town planning task. A random sub-sample of approximately one-third of the early and late immersion students tested for speaking (34%, 51/150 and 33%, 39/120, respectively) was included.[4] The Francophone children were not included because preliminary analyses of their speech samples indicated that the frequency of grammatical errors was quite low.

A classification schema was established based on the major classes and sub-classes illustrated in Figure 10. Major error types in each sub-class were then determined, and the frequency of error tabulated. The results for the grade 7 early immersion children were visually compared, where possible, with the results of a study of the speaking skills of grade 3 immersion children in British Columbia (Day & Shapson, 1987). The results for the two grades are not directly comparable because of the differences in the instruments used, but the comparisons are suggestive of changes that may occur in oral grammar from grade 3 to grade 7.

Plural of nouns. The results in Table 67 indicate that the error rates for the irregular plural of nouns were relatively low for both the early and late immersion students (15% and 22%, respectively).

Reflexive pronouns. Both the early and the late immersion children frequently (56% and 64%) omitted reflexive pronouns in contexts where they were required (e.g., baigner instead of se baigner). Comparisons with the grade 3 early immersion data indicate that the error rates are similar in the two grades, suggesting little progress in this area of French grammar.

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[4] All districts tested were represented in the random sample. Districts with two schools or less were represented by one testing group of students (n=3), and those with more than two schools, by two groups of students (n=6).

Figure 10
Error Classification Schema

Class and Sub-class	Type of Error	Example of Error
Nouns		
Irregular Plurals	Incorrect form	les hôpitals; les animals
Pronouns		
Reflexive	Omission	Il a besoin de coucher.
Articles		
Definite (le/la)	Elision	le hôpital
	Contraction	près de le parc; à le zoo
	Gender	la parc; le ville
Indefinite (un/une)	Gender	une parc; un ville
Adjectives	Agreement	tous les choses
Verbs		
Present	3rd person plural	Les personnes va.
Passé Composé	Failure to use être with reflexive and other verbs requiring être	Il a sorti; ils ont revenus.
Conditional	Not used in required contexts	Je suis 29 et je travaille à l'école et je vivrais dans un bel appartement.
Subjunctive	Not used in required contexts	Je veux qu'il vit en paix.
Idiomative verb (avoir. . . ans)	Use of être instead of avoir	Je suis vingt ans.

Table 67
Nouns and Pronouns (Error Rates)

	Grade 7 Early		Grade 7 Late		Grade 3 Early	
	Freq.	%	Freq.	%	Freq.	%
Nouns						
Irregular Plurals	9/62	15%	8/36	22%	--	--
Reflexive Pronouns						
Omission	15/27	56%	9/14	64%	29/48	60%

Articles: Elision, contraction, and gender. The results for the elided form of the definite article (e.g., l'hôpital) and for the contracted forms with the preposition de (i.e., du, des) and à (i.e., au, aux) indicate that the early and late immersion students only sometimes (under 20%) made errors with both the elided and contracted forms (see Table 68). Comparisons with the grade 3 early immersion data indicate that the error rate for contractions was higher in grade 3 than in grade 7 (37% vs. 18%), suggesting some improvement in this aspect of the children's oral grammar.

Table 68
Elision and Contraction (Error Rates)

	Grade 7 Early		Grade 7 Late		Grade 3 Early	
	Freq.	%	Freq.	%	Freq.	%
Elision	80/503	16%	69/355	19%	15/106	14%
Contraction	55/314	18	27/196	14	10/27	37

The analyses of gender errors in the articles included singular definite (le/la) and indefinite (un/une) articles. Both the early and the late immersion students only sometimes made errors with the masculine definite and indefinite articles (under 20%) but frequently made errors with the corresponding feminine articles (definite, over 40% and indefinite, over 30%). These results suggest that the students are overgeneralizing the use of the masculine to the feminine. This process appears to be so prevalent among the early immersion students that it overrides using the correct gender even with a common noun such as "ville," which appeared frequently as the incorrect "le ville" in the data (early, 51%, 20/39; late, 19%, 7/36). A similar tendency to overuse the masculine article has been noted in studies of immersion children elsewhere in Canada (e.g., in Montreal by Adiv, 1980, and in Toronto by Harley, 1979) and in the study of grade 3 immersion children in British Columbia (Day & Shapson, 1987).

In comparing the error rates in grades 3 and 7 early immersion, one finds that the error rates were generally similar in the two grades except in the case of the masculine indefinite article, which is somewhat lower in grade 7 than in grade 3 (11% vs. 30%). Although this lower error rate may appear encouraging, one might also view this as a negative finding in that it suggests that the children may be overgeneralizing the masculine to a greater extent in grade 7 than in grade 3.

Table 69
Gender of Definite and Indefinite Articles (Error Rates)

	Grade 7 Early		Grade 7 Late		Grade 3 Early	
	Freq.	%	Freq.	%	Freq.	%
Definite (le/la)[a]						
Masculine	28/435	6%	58/353	16%	8/130	6%
Feminine	73/153	48	51/120	43	45/77	58
Indefinite (un/une)						
Masculine	10/90	11%	12/75	16%	35/118	30%
Feminine	25/79	32	28/90	31	24/68	35

[a] Phonetically ambiguous cases were excluded from these analyses.

Agreement of adjectives. The results of the analyses of errors in adjective agreement (see Table 70) indicate that the grade 7 early and late immersion students made more frequent errors in adjective agreement with feminine than with masculine nouns (early, 57% vs. 41%; late, 48% vs. 24%). These data suggest a similar tendency to overgeneralize the masculine as was noted with gender marking in articles. The error rates for both the masculine and the feminine are higher in grade 7 early immersion than in grade 3 (masculine, 41% vs. 7%; feminine, 57% vs. 30%). Although seemingly disappointing, these findings might also be viewed as positive in that they suggest that there may be less overgeneralization and more experimentation with adjective agreement in grade 7 than in grade 3.

Table 70
Agreement of Adjectives (Error Rates)

	Grade 7 Early		Grade 7 Late		Grade 3 Early	
	Freq.	%	Freq.	%	Freq.	%
Masculine	33/81	41%	14/58	24%	6/86	7%
Feminine	48/84	57	32/66	48	17/56	30

Verbs: Present Plural. The analyses of errors in the present plural included only verbs where a clear phonetic distinction between singular and plural occurs in French (e.g., il veut, ils veulent; il peut, ils peuvent). The verbs avoir and être were excluded from these analyses because as had been the case in grade 3, the grade 7 early and late immersion children generally made the plural distinction with these verbs correctly. As Table 71 indicates, both early and late immersion children frequently (over 50%) failed to make the plural distinction where required and used the singular form instead (e.g., les petits veut faire...). There appears to be some progress made from grade 3 to grade 7. However, the number of contexts for plural verbs in the grade 3 sample was very small (17), making it difficult to generalize from the data.

Verbs: Etre in passé composé. This analysis focussed on errors in the choice of the auxiliary être where required in standard French (i.e., with reflexive verbs and with verbs such as descendre and sortir). The error rate for the auxiliary with verbs requiring être was quite low for the Francophone comparison group (13%). The error rate for the early immersion students was 44%, a considerable improvement over the grade 3 error rate of 80%. The error rate for the grade 7 late immersion students was 30%, while that for the Francophone students was 13%.

Conditional. The analyses of the conditional were conducted on the students' responses to the interview questions, which were in the conditional and therefore required the conditional in the replies. The early immersion students often (41%) failed to use the conditional where required in their responses to the interview questions (see Table 71). The late immersion students failed to use the conditional more frequently than the early immersion students (77% vs. 41%). In contrast, the Francophone students only sometimes failed to do so (15%).

Table 71
Verbs (Error Rates)

	Grade 7 Early		Grade 7 Late		Francophone		Grade 3 Early	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Present Plural	117/203	58%	91/179	51%	-	-	13/17	77%
Verbs requiring être[a]	52/119	44	26/87	30	5/38	13%	78/97	80
Conditional[a]	301/728	41	432/561	77	11/74	15	-	-
Subjunctive	13/15	87	3/4	75	-	-	-	-
Idiomatic Verb (avoir...ans)[a]	92/124	74	56/107	52	6/17	35	-	-

[a]These analyses included all children tested. All other analyses were conducted on a random sub-sample of approximately one-third of the early and late immersion students.

In order to complement these data, further analyses are being conducted to investigate how students express hypothetical meaning in the town planning task. In this task, the future or the conditional should be used in the main clauses of hypothetical statements, for example:

Si les animaux s'échappent, il y aura un grand problème (future).

Si c'était trop loin, les personnes de la ville ne viendraient pas (conditional).

The preliminary results indicate that early and late immersion students frequently fail to use either the future or the conditional in such statements and incorrectly use the present. Although more detailed analyses are needed, the results suggest little effort by the students to make tense and mood distinctions.

Subjunctive. Both the early and late immersion students frequently failed to use the subjunctive where required (early, 87%; late, 75%), preferring the present tense instead, as in the following example: Je veux qu'il vit en paix. However, the number of contexts students provided for the subjunctive was quite small, indicating the need for caution in interpreting these results.

Idiomatic Verb, avoir...ans. The results for the verb expressing age (avoir...ans) indicate that both the early and the late immersion students frequently (74% and 52%) incorrectly expressed this verb with être instead of avoir (e.g., je suis vingt ans), with the error rate being somewhat higher for the early than for the late immersion students. These results suggest that the children are transferring the

English structure (I am....years old) to French. Somewhat surprisingly, the results for the Franco-Manitoban comparison group revealed a rather high error rate (35%) for this construction.

Summary. This analysis has focussed on the major error types found in the speech of immersion children in the following grammatical classes: nouns, pronouns, articles, adjectives, and verbs. The results for the Francophone students on the three areas formally analyzed indicated a somewhat high error rate for the idiomatic verb, avoir...ans (35%), but a low error rate for the use of être with required verbs in the passé composé (13%) and the use of the conditional in the interview (15%). In all other areas, visual examination of the data suggested that the frequency of grammatical errors was quite low in the speech of the Francophone students.

The results for the early and late immersion students indicated that they made frequent errors (50% and over) in the following areas of grammar:

a) reflexive pronouns;
b) present plural verbs;
c) subjunctive; and
d) idiomatic verb, avoir...ans.

The early immersion students also made frequent errors (50% and over) in feminine adjective agreement. The error rate for the late immersion students was just under 50% in this area. The late immersion students also had a high error rate (77%) for the use of the conditional in the interview.

Both the early and the late immersion students made many errors in the following aspects of grammar (range 21% - 49%):

a) feminine definite and indefinite articles;
b) masculine adjective agreement; and
c) use of être where required in the passé composé.

In addition, the early immersion students often failed to use the conditional where required in the interview (41%).

The early immersion students only sometimes (range 11% - 20%) made errors in the following areas:

a) irregular plural of nouns;
b) elision;
c) contraction; and
d) masculine indefinite articles.

They very seldom (10% or less) made errors with masculine definite articles.

Like their early immersion counterparts, the late immersion students also only sometimes (range 11% - 20%) made errors in elision, contraction, and masculine indefinite articles. However, they made considerably more errors in the use of the conditional in the interview (77% vs. 41%); and they made slightly more errors with the irregular plural of nouns (22% vs. 15%) and masculine definite articles (16% vs. 6%).

Examinations of the error rates for the grade 7 early immersion children and those for the grade 3 early immersion children previously tested (Day & Shapson, 1984) revealed that the error rates were similar for reflexive pronouns (56% vs. 60%). They were lower in grade 7 than in grade 3 in the following areas of oral grammar:

a) contractions (18% vs. 37%); and
b) the use of the auxiliary être where required in the passé composé (44% vs. 80%).

These results suggest that some progress has been made from grade 3 to grade 7 in some aspects of the children's acquisition of French grammar.

In addition to the lower error rates in the above areas, the error rate for the masculine indefinite article was also lower in grade 7 than in grade 3 (11% vs. 30%). Although this lower error rate may appear encouraging, one might also view this as a negative finding in that it suggests that the students may be overgeneralizing the masculine to a greater extent in grade 7 than in grade 3.

The error rates for grade 7 early immersion were higher than those for grade 3 for both masculine (41% vs. 7%) and feminine (57% vs. 30%) adjective agreement. Although these higher error rates may be disappointing, it was suggested that this might be viewed as a positive finding in that it points to less overgeneralization and more experimentation with adjective agreement in grade 7 than in grade 3.

Chapter Seven

RESULTS OF COMPARISONS BETWEEN GRADE 7 EARLY AND LATE IMMERSION STUDENTS

This chapter presents the results of the statistical comparisons between the performance of the grade 7 early and late immersion students. The results for the student survey items are first presented, followed by those for the French reading, listening, and speaking measures.

Student Questionnaire

Background Information

The results of the comparisons on the questions designed to gain information on the students' language background, their preferred leisure activities, the amount of library books they read and their reading preferences are summarized in Table 72. The statistical results are included in Appendix F. The findings were as follows:

a) There were statistically significant differences in the gender composition of the two programs, with a somewhat higher percentage of boys enrolled in the early than in the late immersion program (44% vs. 37%). Similar findings have been reported for immersion programs elsewhere in Canada (e.g., Lapkin & Swain, 1984). For the present study, it is important to note that the results of analyses comparing the performance of boys and girls on the various measures indicated that there were no program-related differences on the achievement and attitudinal measures and only one difference on the background questions: boys in the early immersion program preferred English comic books to a greater extent than did girls.

b) Significant differences were found in the students' responses to the question asking what language they first learned to speak at home (#l). Although the figures are very low, there was a somewhat higher percentage of early than of late immersion students reporting French as the first learned language (5% vs. 1%). No significant differences were found, however, in the percentages reporting French as the language spoken most often at home (#2).

c) No significant differences were found in the students' responses to the questions about their preferred leisure activities, with both early and late immersion students indicating that they would **most** likely play a game or sport and **least** likely go to a movie, if they had some free time (#3 and #4).

d) The early and late immersion students did not differ significantly on the number of English library books but they did differ on the number of **French** library books they reported reading each month (#5), with the late immersion students tending to read more than the early immersion students.

e) Significant differences were found in the students' responses to the question on their preferences for various kinds of French reading materials (#6). The late immersion students gave significantly lower ratings, hence indicating that they liked the following categories of French materials somewhat more than their early immersion counterparts: French magazines or newspapers; French comic or cartoon books; and French short stories or novels (fiction).

Table 72
Early vs. Late: Summary of Comparisons on Student Questionnaire

	Statistical Differences ($p < .05$) Early vs. Late[a]
Gender	Yes
Language first learned (#1)[b]	Yes
Language spoken most often at home (#2)	No
Most likely activity (#3)	No
Least likely activity (#4)	No
English library books (#5)	No
French library books (#5)	Yes
English Reading Materials (#6)	
Magazines or newspapers	No
Comic books or cartoon books	No
Short stories or novels (fiction)	No
Books that give you facts and information (non-fiction)	No
French Reading Materials (#6)	
Magazines or newspapers	Yes
Comic books or cartoon books	Yes
Short stories or novels (fiction)	Yes
Books that give you facts and information (non-fiction)	No

[a] Yes = statistically significant difference ($p < .05$); No = no statistically significant difference between early and late immersion.

[b] The number in parentheses refers to the item number in the questionnaire.

Student Opinions and Self-Ratings

The statistical comparisons on the scales of the Student Opinions measure and on the students' self-ratings of knowledge of French (see Table 73) revealed the following findings:

a) There were no significant differences between the early and late immersion students in their attitudes toward bilingualism.

b) The late immersion students were significantly more positive than the early immersion students in their motivation toward learning French. Although the difference between the two groups is small, the higher level of motivation displayed by the late immersion students appears also to be reflected in the findings on some of the background questions on reading, which indicated that the late immersion students had a tendency to read more French library books and to prefer most kinds of French reading materials to a somewhat greater extent than their early immersion counterparts.

c) The early immersion students were significantly more positive than their late immersion counterparts in their perceived understanding of French-Canadian culture; they had somewhat less anxiety in using French; and they rated their ability in all four language skills in French (i.e., speaking, understanding, reading, and writing) more highly than did the late immersion students. Although the differences on all of these measures is small, the findings are consistent with the findings of previous research (Lapkin & Swain, 1984; Shapson & Day, 1987), in which early immersion students have tended to show more self-confidence in using French and to give higher ratings to their linguistic skills in French than late immersion students.

French Reading Comprehension

The results of the comparisons between the performance of the early and late immersion students in French reading comprehension, which are presented in Table 74, indicate that the early immersion students performed at significantly higher levels than their late immersion counterparts on all five domains and on the total test score of the French Reading Comprehension Test. The early immersion mean score of 73% on the total test was eight percentage points higher than the late immersion mean score of 65%; the difference in mean domain scores ranged from seven to ten percentage points.

Figure 11 shows the frequency distributions for the students in the two programs. This figure shows that the distributions of scores for early and late immersion were similar except that a greater percentage of the early immersion students scored at the higher levels.

Table 73
Early vs. Late: Results of Comparisons on the Student Opinions Questionnaire

	Early Immersion		Late Immersion		
	n	Mean Rating	n	Mean Rating	t-value
Student Opinions[a]					
Attitudes toward bilingualism (6 items)	673	1.9	582	1.9	0.5n.s.
Motivation for learning French (4 items)	660	2.0	582	1.8	5.0***
Anxiety in using French (4 items)	677	2.4	584	2.5	3.6***
Perceived understanding of French-Canadian culture (1 item)	679	2.4	585	2.7	5.4***
Self-Ratings of Knowledge of French[b]					
Speak	675	5.8	579	5.2	14.3***
Understand	677	6.0	583	5.4	14.2***
Read	675	5.0	583	4.7	5.0***
Write	676	5.2	583	4.9	5.0***

n.s. = Not Significant
***= Significant at the .001 level.

[a] Based on the following five-point scale: 1 = strongly agree; 2 = agree; 3 = undecided or don't know; 4 = disagree; 5 = strongly disagree. A lower mean rating indicates more positive findings.

[b] Based on the following seven-point scale: 1 = not at all; 3 = a little; 5 = fairly well; 7 = fluently.

The item-level results for the early and late immersion students are provided in Appendix F so that the reader may have further information by which to compare the performance of the two groups. A visual examination of the data revealed that there were large differences in performance (i.e., ten percentage points or higher) in favor of the early immersion students on one Vocabulary item (item 5), requiring students to infer the meaning of the expression "cela vire en gaffe," and two Literal Comprehension items, requiring them to understand a relationship (item 13) and pertinent information (item 24) from the informative texts, Le Cannibalisme and Le Plus Gros Avion. There were also large differences in performance in favor of the early immersion students on one Inferential and one Critical Comprehension item (items 2 and 3) related to the Expressive text, Chère Lise, and on two of the bar graph items in the Graphic Materials domain (items 19 and 21).

French Listening Comprehension

As was the case with French reading comprehension, the results of the comparisons in French listening (see Table 74) revealed a significantly higher level of performance for the early than for the late immersion students. The early immersion mean score of 70% on the French Listening Comprehension Test was fifteen percentage points higher than the late immersion mean score of 55%. An examination of the frequency distributions of scores for the students in the two programs (see Figure 12) shows that while the range of scores was similar, a greater percentage of early immersion students scored at the higher levels, while a greater percentage of late immersion students scored at the lower levels.

Table 74
Early vs. Late: Results of Comparisons in French
Reading and Listening Comprehension

	Early Immersion		Late Immersion		
	n	Mean Percent Correct	n	Mean Percent Correct	t-value
Reading Comprehension					
Vocabulary	684	70%	585	61%	7.4***
Literal Comprehension	684	79	585	72	6.2***
Inferential Comprehension	684	72	585	65	6.4***
Critical Comprehension	684	68	585	58	7.6***
Graphic Materials	684	74	585	67	5.6***
Total	684	73	585	65	9.1***
Listening Comprehension	665	70%	548	55%	15.0***

***Significant at the .001 level.

French Speaking

The results of the statistical comparisons between the performance of the early and late immersion students in French speaking are presented in the findings for the French Speaking Test (see Table 65, Chapter 6) and are summarized in Table 75. There were no significant differences on the Quality of Discussion, Quality of Information, and Quality of Description scales; but there were significant differences in favor of the early immersion students on the Fluency and the Pronunciation/Intonation scales. A higher percentage of early immersion students than of late (81% vs. 57%) received a rating of 3 in Fluency, indicating relatively smooth and effortless speech. A far higher percentage of early immersion students than of late also received a rating of 3 in Pronunciation/Intonation (83% vs. 19%), indicating that they had a good pronunciation and intonation and spoke French with a light or rather light accent.

Table 75
Early vs. Late: Summary of Comparisons on the French Speaking Test

	Statistical Differences ($p<.05$)[a] Early vs. Late
Quality of Discussion	No
Quality of Information	No
Quality of Description	No
Fluency	Yes
Pronunciation/Intonation	Yes

[a] Yes = statistically significant difference ($p<.05$); No = no statistically significant difference. The results for the Quality of Discussion scale are based on t-test comparisons between early and late immersion ($t\ (1,87) = 1.3^{n.s.}$). The results for all other scales are based on one-way analysis of variance comparing early vs. late vs. Francophone students (see Table 65).

Figure 11

Grade 7 Early and Late Immersion: Distributions of Student Scores on the French Reading Test

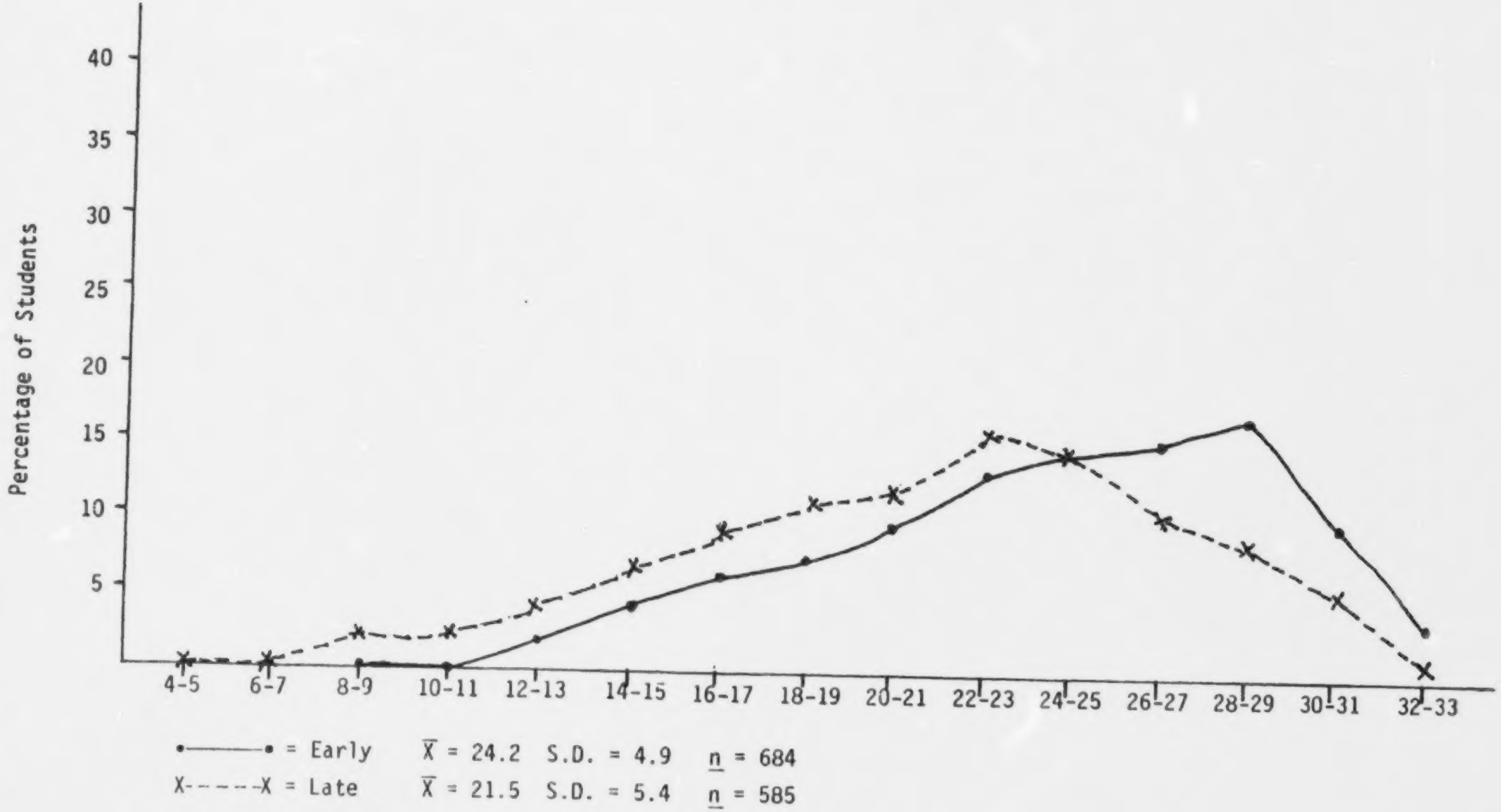
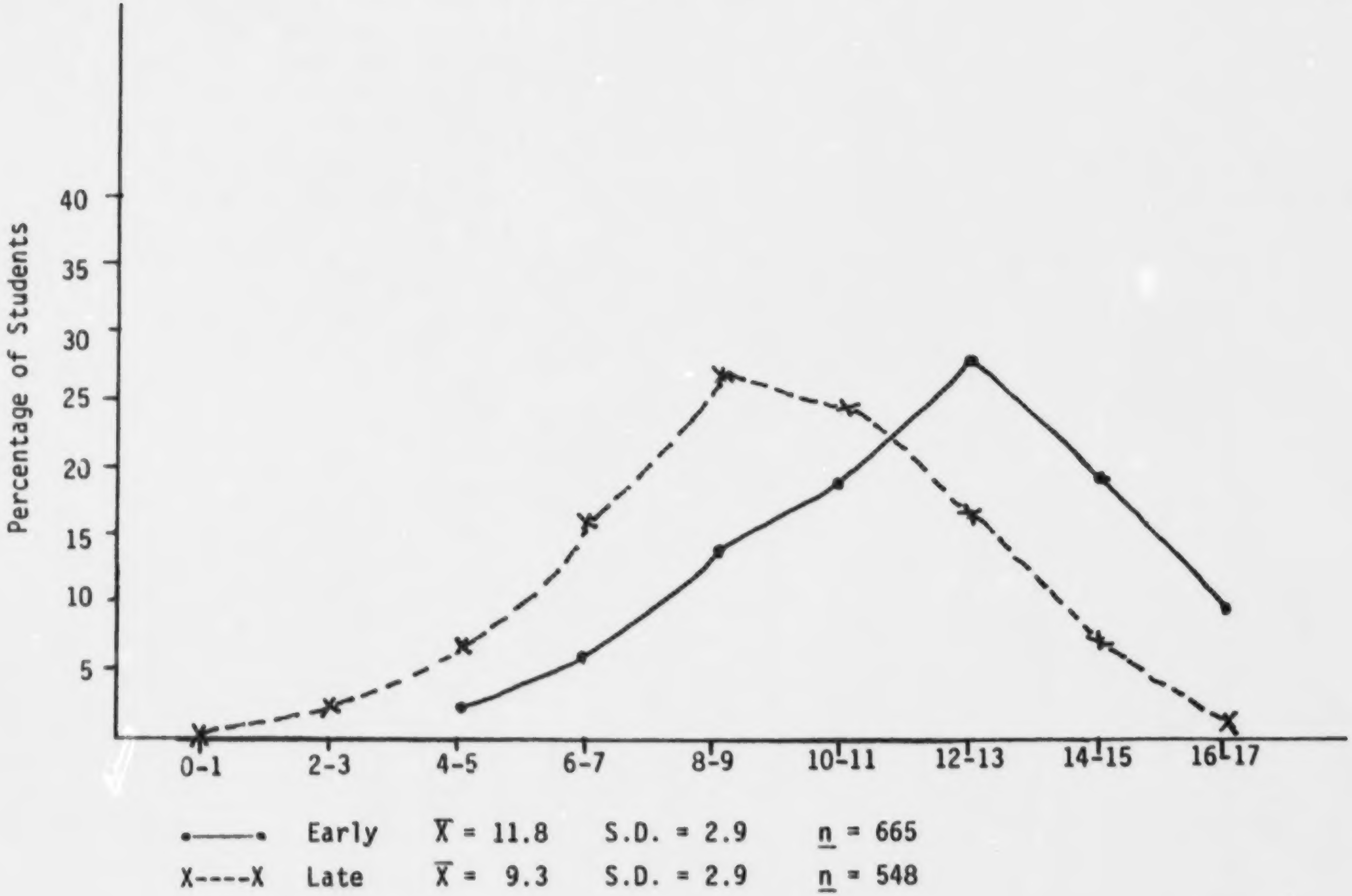


Figure 12

Grade 7 Early and Late Immersion:
Distributions of Student Scores on the
French Listening Comprehension Test



Chapter Eight

ACHIEVEMENT OF IMMERSION STUDENTS IN ENGLISH READING, MATHEMATICS, AND SCIENCE

The 1987 assessment of French immersion programs included an investigation of the following question:

> To what extent are students achieving the objectives specified in provincial curriculum guides dealing with English Reading, Mathematics, and Science?

The procedures developed to answer this question and the results are reported in this chapter.

Previous Provincial Assessments

In previous years, the British Columbia Ministry of Education has conducted provincial assessments of English Reading (Jeroski, 1984), Mathematics (Robitaille & O'Shea, 1985) and Science (Bateson et al., 1986). In each assessment, all students in grades 4, 7, and 10 were required to respond to a number of multiple-choice test items designed specifically to match the British Columbia curriculum. General achievement domains were identified for each subject area, and each domain was broken down into two or more objectives. In the Science Assessment, for example, the first domain was "Science Processes." At grade 4, this domain was made up of four objectives: observe and infer, classify, communicate, and quantify. Usually at least six items were used to measure achievement on each objective.

Because of the large number of students in English program assessments, three forms were used for each of grades 4 and 7. Each English Reading and Science form contained 40 items, and each Mathematics form contained 50 items. Items within objectives and domains were printed in equal numbers in each form. The booklets were interleaved when they were distributed to students, so a randomly selected one-third of the student population responded to each booklet.

The results of the three previous assessments had been stored on Ministry of Education computer tapes. The tasks of the Contract Team were to define justifiable achievement measures, to identify grades 4 and 7 French immersion students in the data files of the three previous assessments and an appropriate comparison sample of English program students, and to report their achievement compared to general levels of achievement.

Methodology

The French Immersion Sample

The first problem was to determine the achievement of French immersion students on each previous assessment. This required the identification of students who were in French immersion programs at the time they responded to each assessment. There proved to be a number of obstacles to this seemingly simple task; the process of identifying the appropriate sample in the Mathematics Assessment is given here to illustrate the difficulties.

To begin the analysis, all the schools in the province that had enrolled French immersion students in September 1984 were identified by school number. This information was obtained from an unofficial document printed by the Ministry of Education (1984). For each item, the success rate of all students in districts that had French immersion programs at that time and the success rate of the French immersion students themselves were determined. For example, on Item 1, Form R, Grade 4, 91% of all students in the French immersion districts answered the item correctly, compared to 94% of the students actually enrolled in French immersion classes. A summary of the results showed 693 students in grade 4 early immersion, 233 students in grade 7 early immersion and 248 students in grade 7 late immersion.

We checked our enrollment figures against those reported in the 1985 Mathematics Assessment General Report and found that 3.8% of the grade 4 students were reported to be in a French immersion program. We needed to have the actual number of students so we consulted the computer output for that assessment and found there to be 1103 grade 4 students who reported being in a French immersion program. There was a major discrepancy between this figure and the 693 that we had determined from our procedures.

The item at the grade 4 level on which the information contained in the 1985 report was based was phrased as follows:

What program are you in?

%	
81.6	A. Regular Grade 4 Program in English
3.8	B. Early French immersion
0.6	C. "Programme-Cadre de Français"
2.6	D. Other
11.4	Missing

Grade 7 students were asked:

What program are you in?

%	
81.8	A. Regular Program in English
4.3	B. Early French immersion
1.9	C. Late French immersion
1.1	D. "Programme-Cadre de Français"
10.9	Missing

The large number of missing responses occurred as a result of several factors. In that year, the B. C. government began its campaign of restraint in school spending, and this created a negative climate for Ministry-mandated activities. More important, the background information section of the Mathematics questionnaire for students contained several items that personnel in a number of school districts deemed "sexist." Teachers in at least one large district were instructed not to have their students complete the background and attitudinal sections of the questionnaire. Consequently the question regarding enrollment in French immersion programs went unanswered. However, we were able to identify two entirely French immersion schools in a district that did not report student background information, and this increased our number to 832 students, still a long way from the 1103 reported in the 1985 Mathematics assessment.

We thought perhaps that some districts may have had French immersion programs unreported to the Ministry of Education, so we ran a frequency by district analysis on the provincial data set. The 1984 Ministry of Education document indicated 18 districts with French immersion programs, but our output showed 30 districts in which students said they were in such a program. The median number of students in the extra 12 districts was four, and we felt it unlikely that districts would offer programs for such small numbers of students. We assumed that students in those 12 districts had erred in responding to that item in the questionnaire. This left us with 935 students in districts that we knew had French immersion programs, but our original analysis by schools on the same data base had shown 693 students.

In the possibility that some students within French immersion districts might have incorrectly identified themselves as immersion students, we ran a frequency by school analysis within the French immersion districts. Again we knew that there were about 30 schools with French immersion classes, but our output listed 142 such schools. Typically, one or two students from the non-immersion schools indicated they were in an immersion program. In some schools the number was as high as nine. This analysis indicated 698 students in the true immersion schools, and we were finally able to reconcile this number with the 693 in the original analysis.

When we included students from the two schools we knew to enroll only French immersion students, but whose students had not indicated their program, the total came to 832. The Ministry document showed a total enrollment of 1012 students in French immersion programs at the beginning of the 1984-85 school year. Typical absentee rates were around 5%, so we seem to have included about 85% of the French immersion students in our data base. This was considered reasonable in that we could not identify French immersion classes for one lower mainland district that we knew had a considerable number of French immersion students.

One might speculate as to why students would indicate they were in a French immersion program when they were not. Immaturity of the grade 4 students cannot be the only factor because the same problem occurred in grade 7. In grade 7, 1189 students reported themselves to be in early immersion, and 532 in late immersion. The Ministry figures showed 338 in early immersion and 344 in late immersion. Our final analysis was based on 289 early immersion and 264 late immersion students.

Several explanations are possible. Most districts operate a French as a Second Language program in which all students study French for a period of time each day. Students in such districts may not distinguish between a French immersion and a regular French second language program. A similar problem may occur within schools in French immersion districts; students in a school that contains a French immersion program may feel compelled to indicate that they are in such a program even though they are not.

There is one problem that cannot be resolved. The number of students in our data base in each school differs from that reported by the Ministry of Education. In most cases, our values are slightly below those of the Ministry, as might be expected given the usual absentee rate. In one case, however, we show more students in a school than the Ministry figures suggest there should be. Because there are no class identifiers in the data base, it is not possible to distinguish between students in a particular school that offers both regular and French immersion classes. Hence, a few students from dual-track schools that classified themselves as French immersion students may actually be from the English program.

Finally, four schools show French immersion enrollment rates about half the expected value. In each case, it appears that results from one class instead of two were returned to the Ministry.

Details of the problems encountered in the mathematics sample have been presented here to demonstrate the complexities of identifying French immersion students. Such problems, and others, also occurred in the Science and Reading data bases. Nevertheless, although the results reported in this chapter may not be exact, they are based on the cleanest possible set of data.

The Comparison Samples

A limitation of comparative studies of achievement in French immersion is that it is difficult to control for the background of the students. French immersion is a voluntary program. Parents seek to enroll their children, or in the case of late immersion, the students may self-select. Many parents see French immersion as enrichment and French immersion children generally come from families that place high value on education.

In an attempt to control for academic ability and socio-economic background, a comparison school was selected in each district for each French immersion school. Generally, immersion students are drawn from across the district, so the problem was one of identifying regular schools that enrolled students coming from family backgrounds comparable to the French immersion students. To this end, the following request was contained in a letter sent to the Superintendent of each French immersion district:

> According to our records, the French immersion schools listed below have participated in the provincial learning assessments of English Reading (1984), English Mathematics (1985), and/or English

Science (1986). Please identify a comparison school in the regular English program for each of these immersion schools. Select the school in which the socio-economic and educational background of the regular English program students is, in your judgement, most comparable to that of the French immersion students. This school may or may not be the same school housing the French immersion program.

The number of students in the provincial population and in each sample are shown in Table 76.

Table 76
Number of Students in Each Category

	Grade 4			Grade 7		
Group	Reading	Math	Science	Reading	Math	Science
Province	33 258	33 409	32 699	35 616	33 888	32 192
Immersion Districts	16 900	18 563	20 108	11 695	13 269	17 811
Comparison Students	894	1 160	1 545	763	909	1 819
Early Immersion	662	832	1 071	190	289	431
Late Immersion	---	---	-----	248	264	357

The Achievement Variable

The problem of missing data plagues all assessment reporting. If, for example, ten percent of students do not respond to an item, one does not know if this was because they did not know the item or did not have time to attempt the item or inadvertently left it unanswered. In previous assessments, the "I don't know" option was used to help reduce the uncertainty caused by missing data and the amount of guessing on items. In spite of this, on the 1985 Mathematics Assessment, for example, about 7% of grade 4 students and 3% of grade 7 students did not respond to the final ten items on each form.

In the 1985 Mathematics Assessment, achievement results were reported as the percentage of correct responses made by students who returned booklets. An unanswered item was considered to be incorrectly answered. Thus, if 63% of students selected the correct answer, and 10% did not answer the item, the percent correct, or p-value, was reported as 63%. A different approach would have been to calculate the percent correct based on the number of students who attempted the item. There is some evidence that students did not have time to complete the test, particularly in grade 4, so a reasonable assumption is that the proportion who would be successful on the unanswered questions at the end of the test would be the same as the overall proportion of correct responses. Thus, an alternative would have been to report the p-value for the above item as 63% of the 90% of students responding, that is, 0.63/0.90 = 70%. Hence, 70% of the students who actually responded to the item were correct.

The latter approach was used in the 1986 Science Assessment (Bateson et al., 1986). The general report, however, does not contain information on missing data, and it is difficult to assess the seriousness of the missing data problem or to correct the Science p-values to the same base used in the Mathematics Assessment. As a result, for the present study a common procedure was adopted for all the assessments, namely to report the percent correct based on the responses excluding the missing data. The results contained in the 1985 Mathematics General Report (Robitaille & O'Shea, 1985) and in the 1984 Reading General Report (Jeroski, 1984) were adjusted accordingly.

In previous assessments, only one-third of the students responded to any one test item. Items for each objective were distributed evenly across three different test forms. Therefore, it was not possible to compute an individual student score on each objective because various students responded to different items within each objective. Instead, average p-values of the items constituting an objective were used as a measure of success.

The same procedure was used in aggregating the data in the present comparative study. That is, the p-values for all the items in an objective were determined, and their average is reported as the achievement index for that objective. This was done for each of the following groups of students: 1) all students in the province; 2) all students in the French immersion districts; 3) all students in French immersion classes (broken down by early and late immersion in grade 7); and 4) all students in the comparison samples from the regular program.

Results

The results are presented by subject areas within grade level. Achievement on the objectives in each of the three subject areas is shown by a histogram for each population of interest.

Grade 4

In grade 4, students were in four populations of interest: the provincial population, the population of districts with immersion programs, the comparison students, and early immersion students. Achievement results for Reading, Mathematics, and Science are shown in Figures 13 to 15. With very few exceptions, the performance pattern is clear and convincing. Differences in achievement are small but consistent. Statistical tests of differences have not been computed because the analysis deals with populations rather than samples. The regularity of the achievement patterns indicates that the differences are real. The reader will have to judge whether they are educationally significant.

In general, students from districts that had French immersion programs performed better than the provincial population. This might be expected because districts with immersion programs tend to be the larger urban districts; for example, 8 of the 17 immersion districts in the Mathematics Assessment were in the lower mainland area. The achievement of the French immersion students can better be appreciated by comparing their performance to that of students in the comparison sample rather than to the general population.

Students from the comparison schools identified by Superintendents performed better than the average for all districts with immersion programs. This was true for every objective in each subject area. Such consistency provides strong evidence for the validity of the comparison sample, at least in the sense that Superintendents chose better-than-average classes to match the French immersion classes.

Finally, students in French immersion programs outperformed the students in the comparison sample on virtually all objectives in each subject area. The only exception was Objective 3.1 (Main Ideas) in Reading, and even here the immersion students performed at a level similar to students in the French immersion districts.

Grade 7

In grade 7, students were in five populations of interest: the provincial population, the population of districts with immersion programs, comparison students, early immersion students, and late immersion students. Student achievement for each group is shown in Figures 16-18. The results are similar to those obtained for grade 4; differences in performance are small but consistent.

In general, students from districts with French immersion programs performed better than the provincial population. This was the case for all objectives in Mathematics and all but one in Reading. In Science, however, the performance of students from French immersion districts was virtually the same as for the province.

The comparison students performed better than the students in the districts with French immersion programs on all objectives in each subject area. Once again, this indicates the validity of the comparison sample, this time at grade 7. The early immersion students outperformed the comparison group on all objectives in the three assessments, while the late immersion students were superior to the comparison group on all but three objectives: two in Mathematics and one in Science.

On about 80 percent of the objectives in Reading and Science, early immersion students performed better than late immersion students. Generally, differences in achievement were not large. In Mathematics, however, there was more variability, and late immersion students were better on 4 of 14 objectives. In many cases, differences favored the early immersion group by as much as seven or eight percentage points.

Figure 13
Achievement in Reading of Grade 4 French Immersion and Regular English Program Students

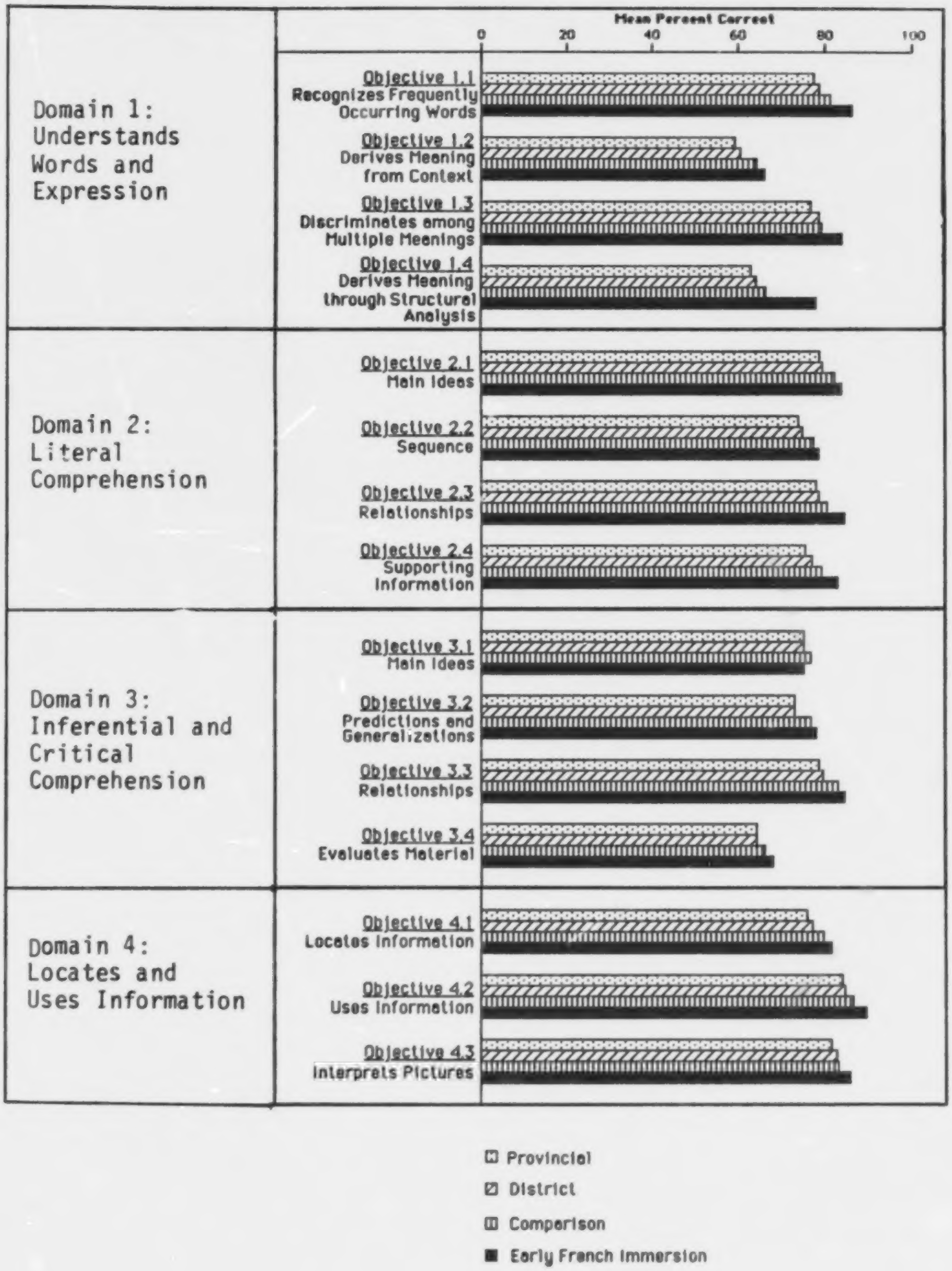


Figure 14
Achievement in Mathematics of Grade 4 French Immersion and Regular English Program Students

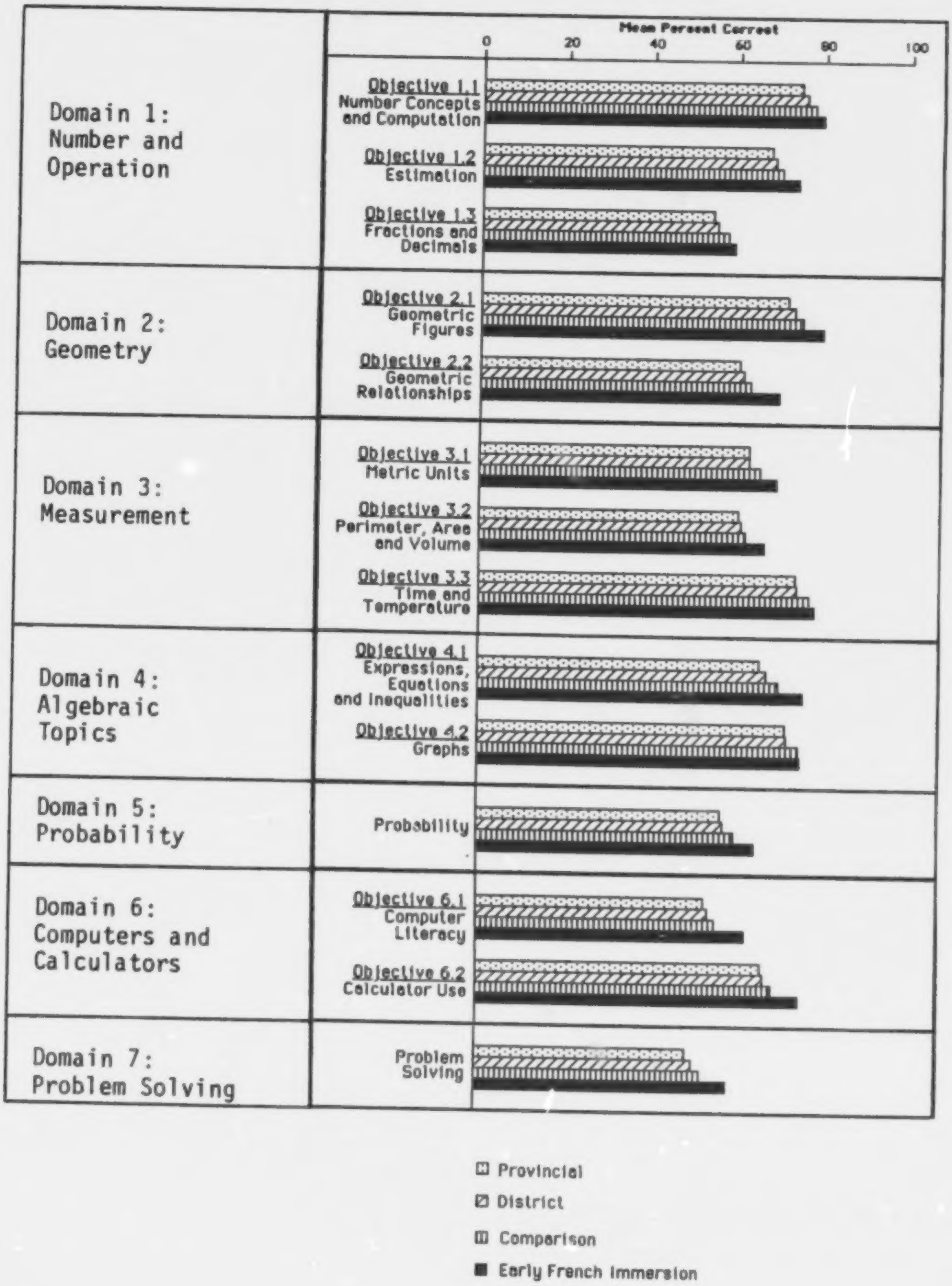


Figure 15
Achievement in Science of Grade 4 French Immersion and Regular English Program Students

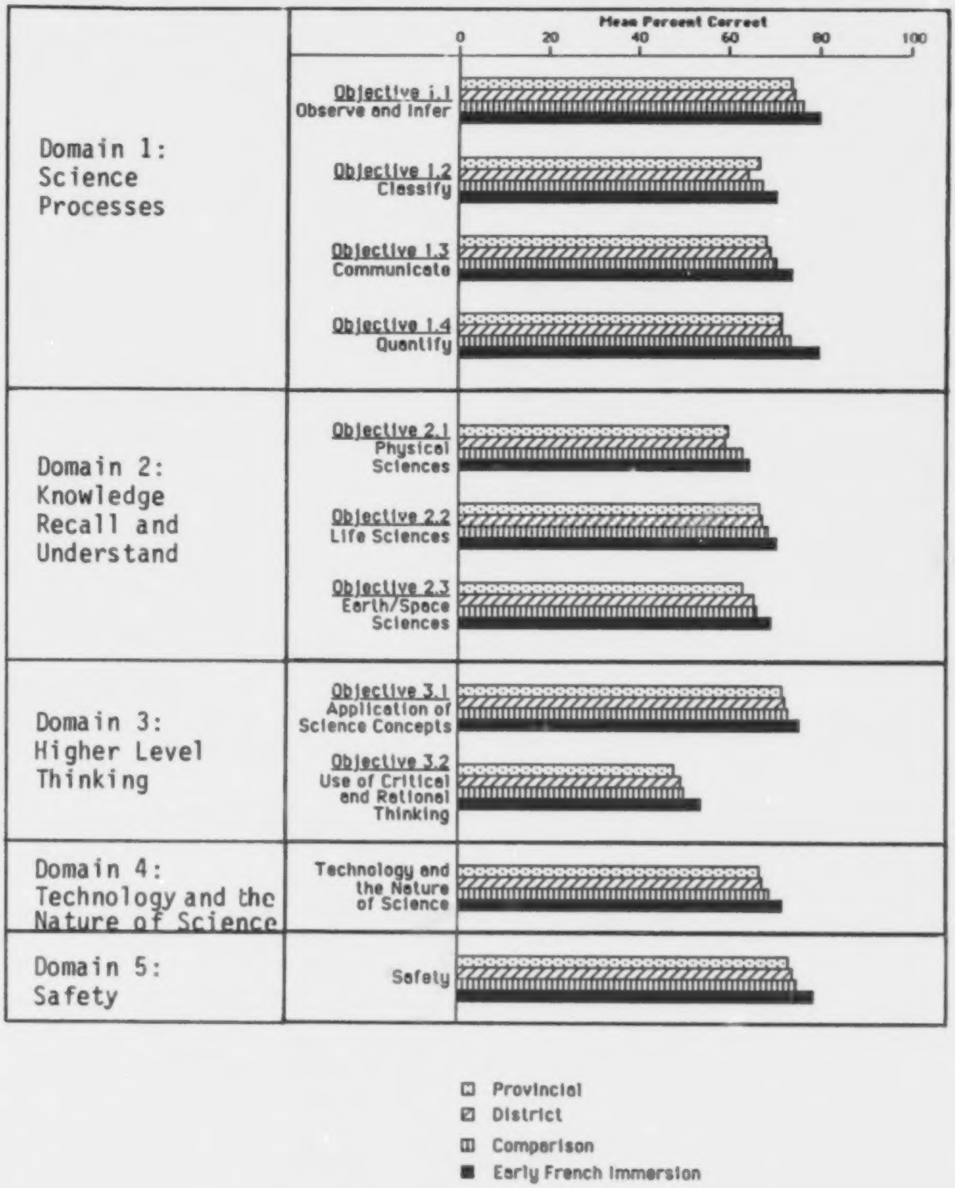


Figure 16
Achievement in Reading of Grade 7 French Immersion And Regular English Program Students

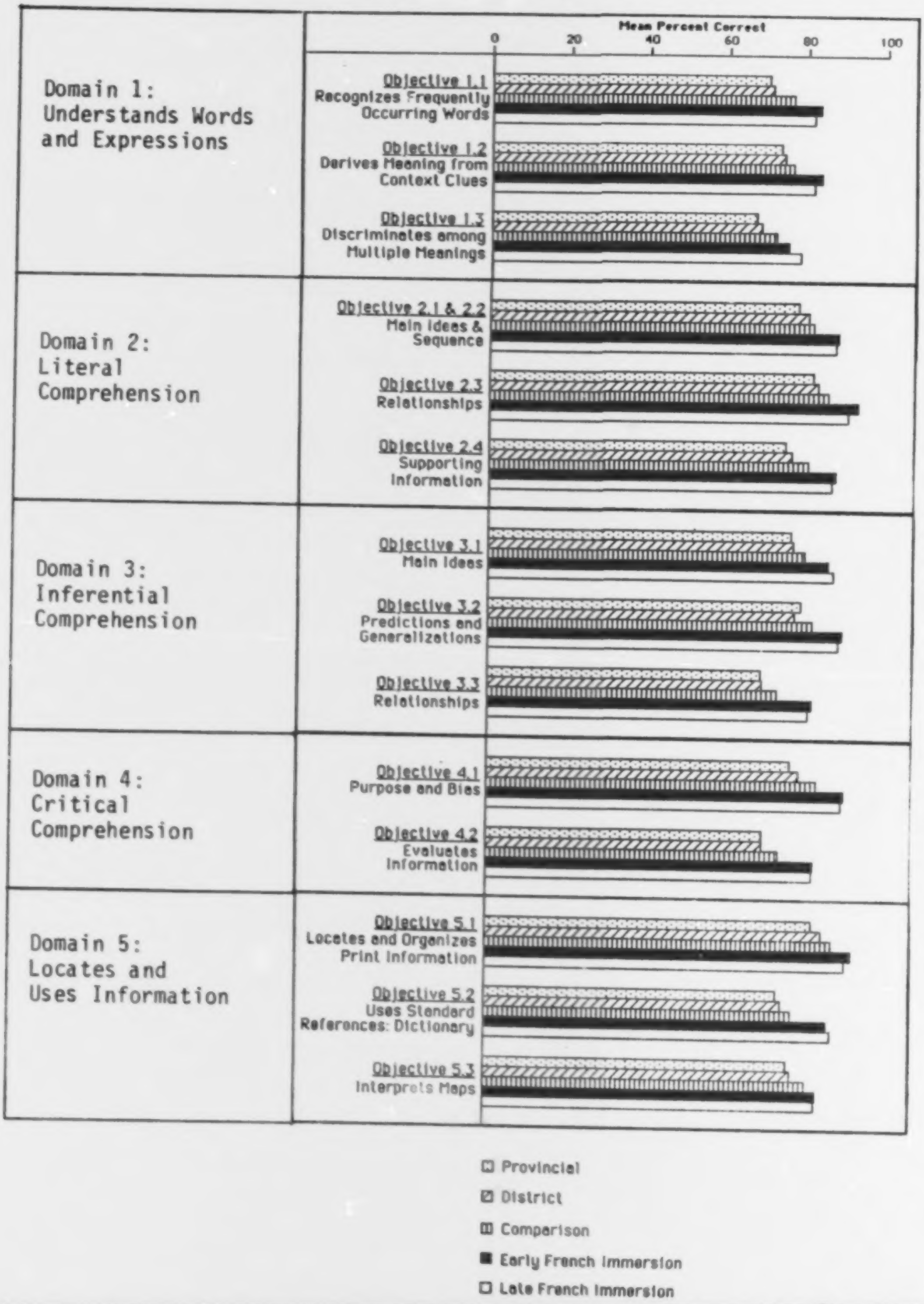


Figure 17
Achievement in Mathematics of Grade 7 French Immersion
And Regular English Program Students

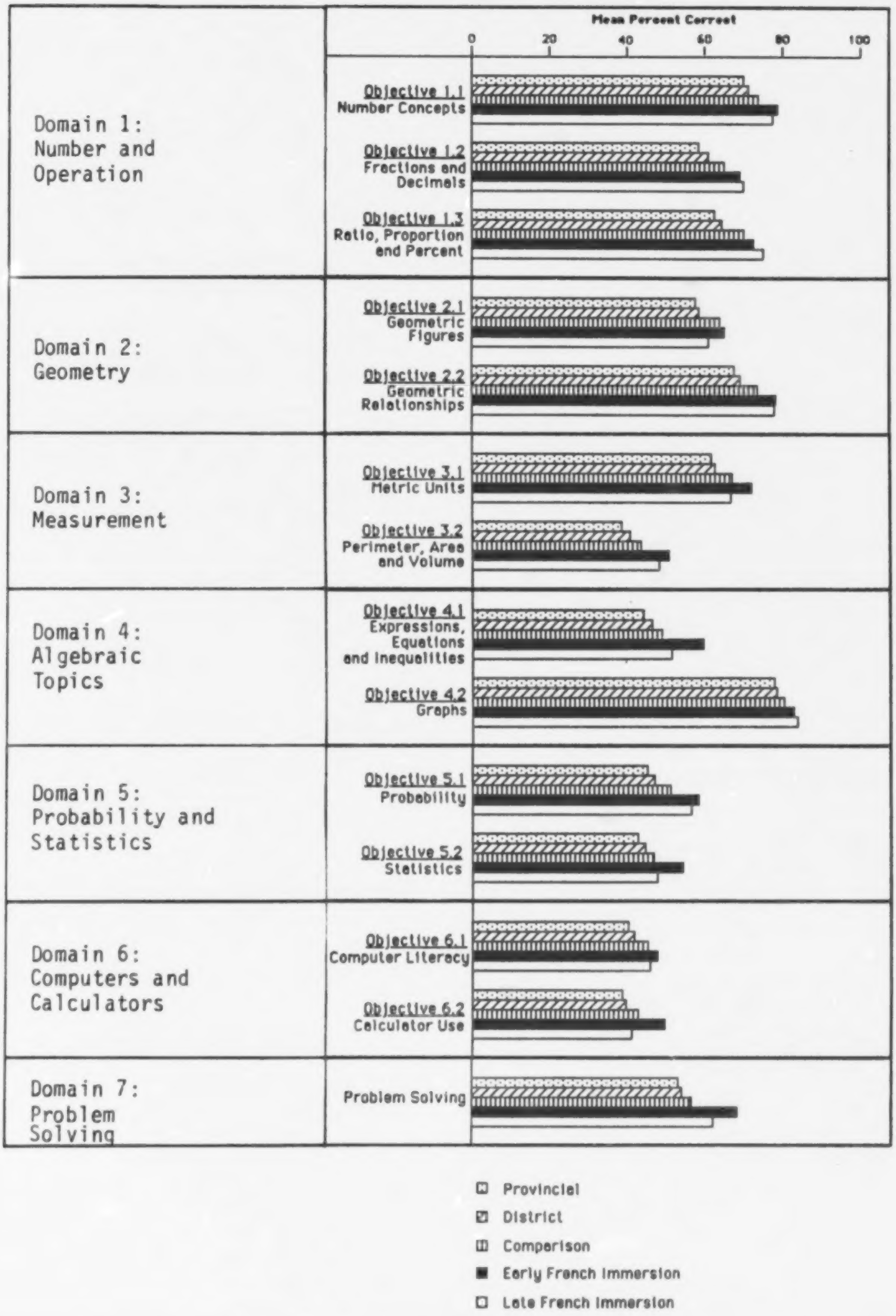
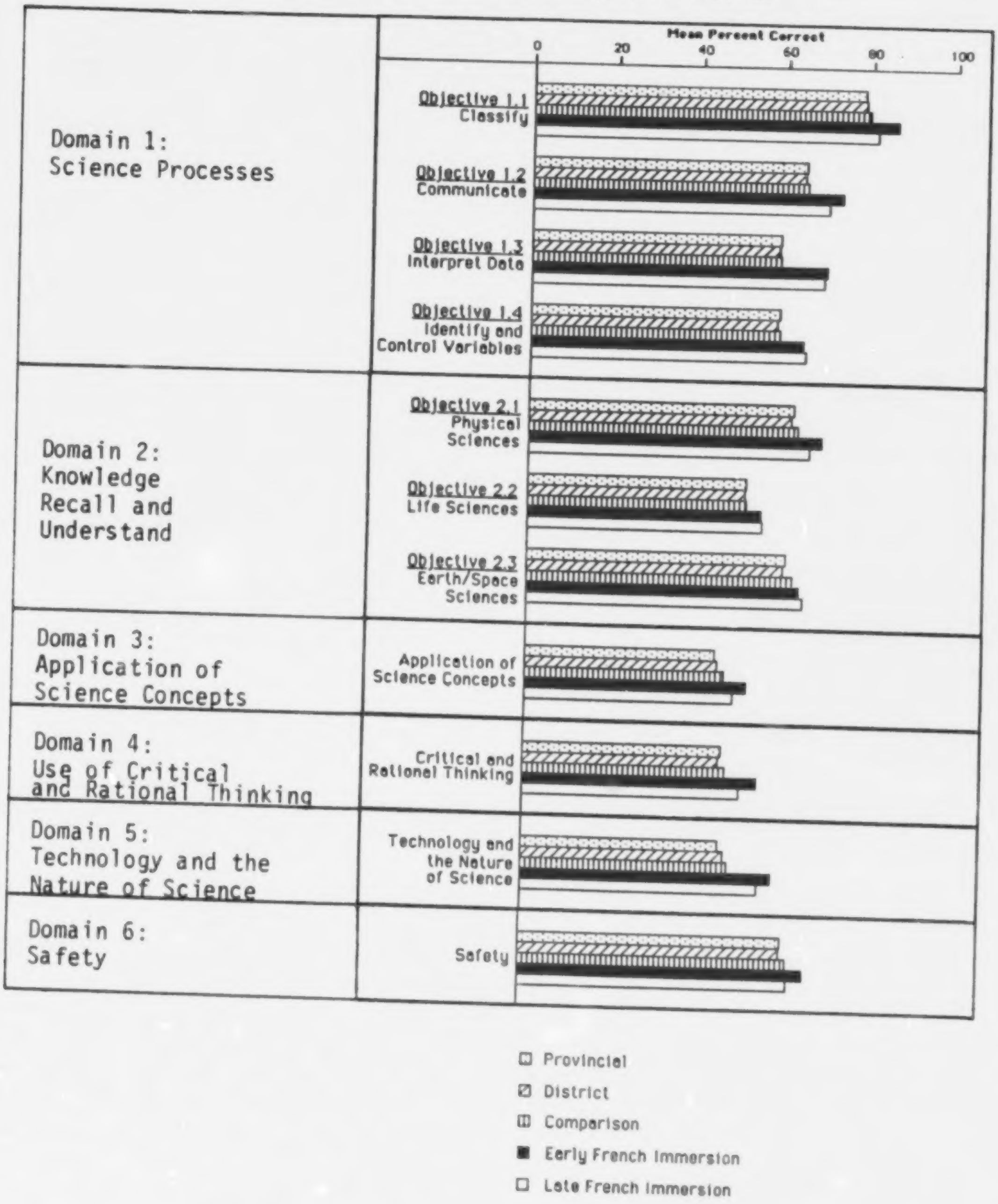


Figure 18
Achievement in Science of Grade 7 French Immersion
And Regular English Program Students



Summary

The achievement of French immersion students in English Reading, Mathematics, and Science in both grades 4 and 7 was higher than the average performance of the population of students from districts with immersion programs. Furthermore, French immersion students performed better than students in samples specifically chosen to control for background differences. For most objectives the differences were small, but the pattern of performance was consistent. On each objective in grade 4 Mathematics, for example, students in districts with French immersion programs scored about one percentage point higher than students across the province; students in the comparison sample scored about two percentage points higher than students in French immersion districts; and French immersion students scored about four points higher than the comparison sample.

The results are difficult to interpret, but there are several factors, or combinations of factors, that may account for the consistently high relative achievement of the French immersion students. Parents' general support and encouragement for their children's education may itself promote higher achievement. One must also consider the possibility that entering ability levels may be higher for French immersion students. This may apply particularly to late immersion where previous research has shown that this program tends to attract highly able and motivated students. Another unknown factor is whether less successful students transfer out of immersion programs, resulting in a stronger immersion cohort in the upper grades. In addition, programmatic effects or instructional practices within the immersion program itself may play a role. This is an issue that needs to be addressed through observational research in immersion and English program classrooms.

Regardless of the underlying reasons for differences in achievement, it is clear from these results that immersion students are achieving at least as well as, if not better than, regular English program students on provincial objectives in English Reading, Mathematics, and Science as measured by the assessment instruments.

Chapter Nine

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of the first provincial assessment of French immersion programs.

Student Opinions and Activities

Attitudes and Motivation

Grade 7 early and late immersion students in British Columbia display positive attitudes toward bilingualism, have high motivation for learning French, and rate their understanding of French-Canadian culture quite positively. They feel comfortable using French both in and out of class and give high self-ratings to their ability to speak, understand, read and write French. These results indicate an ideal starting point for further developing and improving the program. While the achievement results suggest that students may be overrating their abilities, it will be very important to capitalize on the students' confidence and motivation in striving for further development of French language skills.

Reading Preferences and Activities

Students indicate that they do some outside reading in their free time. They tend to read more in English than in French, and they prefer English over French reading materials of all kinds. There is a tendency for outside reading to decline from grade 4 to 7, as measured by the number of library books students say they read each month. In fact, many grade 7 students report reading **no French library books** at all each month.

Extensive research on reading suggests that the key determinant of growth in reading achievement is the amount of reading students do both in and out of school (e.g., Anderson, Hiebert, Scott & Wilkinson, 1985). This research also suggests that teachers can play a major role in the amount of reading children will do.

Recommendation. We recommend that:

a major priority of immersion teachers should be to promote independent reading in French both in and out of school.

This should entail providing students with time to read in class, expectations for reading, incentives to stimulate children's interest and pleasure in reading, access to appropriate and interesting books and materials, and guidance in choosing them.

Student Achievement

French Reading

Overall, the results of this assessment indicate that immersion students are making good progress in French reading, with the mean scores for most domains falling in the 60% to 75% range and all Interpretation Panel ratings being Satisfactory or higher. While the findings show that students perform reasonably well in the context of current expectations, they also suggest that there is ample room for growth in all areas of French reading.

The grade 4 early immersion students received a Panel rating of Very Satisfactory in two of the four domains of the French Reading Test and a Panel rating of Satisfactory in the two other domains. They display a good ability to infer the meaning of unfamiliar words from context but show some weakness in their knowledge of familiar words. While their peformance in Inferential/Critical Comprehension is rated Very Satisfactory, the mean score on this domain is quite low (56%), indicating the need for particular attention to this very important area of French reading.

The grade 7 early immersion students received a Panel rating of Satisfactory in four of the five domains of the French Reading Test and a Panel rating of Very Satisfactory in one domain, Inferential Comprehension. These are encouraging results. However, the rating of Satisfactory is only midway on the rating scale of five performance levels, and mean performance in the domain rated as Very Satisfactory is only 72%.

The results for the grade 7 late immersion students are quite encouraging, particularly as students in this program have been reading in French for less than two years. The late immersion students received a Panel rating of Very Satisfactory in three of the five reading domains and a Panel rating of Satisfactory in the remaining two domains. Students perform highest in Literal Comprehension, showing that they have a solid basis for developing higher level reading comprehension skills in French.

This is the first provincial assessment of French reading in immersion programs. The assessment is intended to provide baseline data on student performance to guide program development and improvement and to measure change in reading achievement in the future. Traditionally, provincial learning assessments place greater emphasis on the interpretation of scores than on their numerical value. However, French immersion is a relatively new educational program where consensus on curriculum and standards is only beginning to emerge. It is therefore important for the reader to weigh all aspects of the data in considering the findings.

Recommendation. We recommend that:

greater emphasis be placed on developing students' higher level reading comprehension skills and that opportunities be provided for extended and more varied reading experiences in French.

Strategies should be developed to help students read more carefully, more deeply, and more critically, not only through questioning and discussion but also through direct instruction in comprehension strategies (e.g., see Anderson et al.,1985; Pearson, 1985).

Extending the time spent on reading will facilitate students' vocabulary growth. However, rapid access to word meanings is important to fluency in reading comprehension and should be promoted.

Recommendation. We recommend that:

strategies be developed to help students develop a solid base of known words and to promote skill at inferring the meaning of new words through context.

Research on vocabulary instruction should be explored to find alternative and more comprehensive approaches to vocabulary teaching than word lists and conventional definition approaches, which have proved ineffective in the past (e.g., Pearson,1984; Richards, 1985). Teachers should be made aware of the need to help students become independent and active word learners. The important role played by oral language in vocabulary growth should not be overlooked.

Skill at interpreting graphic materials is a major part of reading. It is critical to success in many subject areas, e.g., mathematics and sciences, and to many practical life experiences involving visual communication. Grades 4 and 7 immersion students received a Panel rating of only Satisfactory in the Graphic Materials domain.

Recommendation. We recommend that:

additional emphasis in the reading curriculum be given to promoting students' skill at interpreting graphic materials.

French Speaking and Listening Comprehension

Performance in French listening comprehension is Satisfactory to Very Satisfactory for early immersion and Very Satisfactory for late immersion. Overall, grade 7 immersion students perform well in French speaking. They are able to engage in fairly complex discussions and do so with ease and enjoyment. The immersion students are comparable to a group of native French-speaking students in Manitoba on the more communicative measures (e.g., Quality of Discussion, Quality of Description) but not in their fluency, pronunciation or oral grammar. This pattern of results is consistent with the results of previous research on the speaking skills of immersion students in British Columbia and elsewhere in Canada (e.g., Day & Shapson, 1987; Lapkin, 1984).

The results of the error analyses of oral grammar reveal that early and late immersion students have error rates of over 20% in most areas analysed. Some progress seems to have been made from grade 3 to grade 7 in certain aspects of French grammar, i.e., in contractions and the use of the auxiliary être where required in the passé composé, but little progress seems to have been made in other areas. The kinds of errors made by the immersion students in British Columbia have been noted in many Canadian research studies (e.g., Adiv, 1980; Harley & Swain, 1984) and suggest that improvement is needed in the children's oral grammar.

In the past, the performance of Francophone students has served as an important benchmark for evaluating the oral language skills of immersion students. This has caused the linguistic differences between immersion and Francophone students to be overemphasized and the actual performance levels of immersion students on both linguistic and communicative measures to be neglected. Many students in this assessment perform well, but many perform only adequately on both the linguistic and the communicative measures. Immersion programs should strive to enable all students to speak clearly, effectively, and reasonably correctly in French. This is not an unrealistic aim given research showing little relationship between general academic abilities and oral language skills (e.g., Carey & Cummins, 1984; Genesee, 1976).

Recommendations. We recommend that:

standards and curricula be developed for promoting both effective oral communication and correct and appropriate language use. Consistent with research on language learning, extensive opportunities should be provided for students to use French for a broad range of functions in meaningful situations.

priority be given to strategies which combine formal and functional approaches to language teaching, also which integrate the teaching of grammar and other aspects of oral language with other skill and subject areas, so that the teaching of grammar is not divorced from meaning and use.

Since recent research suggests that immersion students may not be receiving consistent and clear feedback on the errors they make (Swain & Carroll, 1987), attention also needs to be given to developing clear objectives and specific strategies for teachers to remedy errors.

As the responsibility for improving all aspects of oral language will ultimately rest with the students, strategies should be found to increase their motivation to speak correctly and express themselves clearly and effectively.

Comparisons of Early and Late Immersion Programs

Overall, early immersion students perform better than late immersion students in French reading, listening, and many aspects of speaking. These findings are not surprising, given the greater number of years early immersion students have studied French.

Recommendation. We recomend that:

for districts which do not display advantages for early immersion students, investigations should be undertaken to determine whether this is due to programmatic or student factors.

English Reading, Mathematics, and Science

The achievement of French immersion students in both grades 4 and 7 is higher than the average performance of the population of students from districts with immersion programs. Furthermore, French immersion students perform better than students in samples specifically chosen to control for background differences. The results are difficult to interpret but there are several factors, or combinations of factors, that may account for the consistently high achievement, relatively, of French immersion students. Among these factors are: parental support and encouragement for their children's education; ability and motivational levels of French immersion students; and programmatic effects or instructional practices within the immersion program itself. Regardless of the underlying reasons for differences in achievement, it is clear from the results that immersion students are achieving at least as well as, if not better than, regular English program students on provincial objectives in English Reading, Mathematics, and Science as measured by the assessment instruments.

Recommendation. We recommend that:

studies be undertaken to examine the ability and background characteristics of the population of students opting for and remaining in immersion programs.

the analysis of such studies be used to ensure that immersion is accessible to and is genuinely serving a broadly based student population.

This recommendation is particularly important in view of research showing that immersion programs, particularly early immersion, are suitable for students from a wide range of ability and socio-economic backgrounds (e.g., Genesee, 1984).

Principal and Teacher Information and Opinions

The responses of principals and teachers to the questionnaires indicate that critical work is necessary to strengthen the French immersion program. Only approximately one-half of the principals report having received in-service for administering a French immersion program. Yet extensive research on school effectiveness underlines the importance of the instructional leadership provided by principals (e.g., Lortie, 1975; Shoemaker & Fraser, 1981). The majority of immersion teachers have three years or less teaching experience. Although a majority of teachers report that they have received some training in teaching reading, one can question how comprehensive this has been.

A reading consultant or specialist is rarely available to French immersion teachers. Enrichment programs are not widespread, particularly in the grade 4 early and the grade 7 late immersion programs. While diagnostic and remedial services are provided for early immersion, principals are much less satisfied with the diagnostic and remedial services provided for French than they are for English.

Overall, teachers show fairly low levels of satisfaction with most of the resources provided for their immersion classes. Satisfaction is uniformly low among all groups of teachers for the teacher resource centre, the school and district testing programs, and in-service for reading instruction. Satisfaction with the supplementary reading materials and classroom or school libraries is quite low for the grade 7 early immersion teachers. In general, the principals' views corroborate those of the teachers, and they show much less satisfaction with the resources and support services for the French reading program than they do for the English reading program. It is clear that immersion teachers and principals feel a strong need for more support to be provided for reading instruction in French immersion. Researchers have also pointed to the need for more systematic implementation of French immersion programs (e.g., Burns & Olson, 1981).

Recommendations. We recommend that:

all immersion principals be provided with systematic in-service for administering and providing instructional leadership for French immersion programs.

a comprehensive plan for teacher in-service in reading instruction be developed and implemented.

a major review be undertaken to critically analyze the gaps in support between the immersion and regular English programs.

The immersion program cannot continue to be seen as an adjunct to the regular English system. Immersion is an educational system in its own right and requires the resources and support services essential to its effective operation.

Teachers are generally satisfied with the novels prescribed for their grade. They are also generally satisfied with one of the prescribed reading series, La Lecture sous toutes ses formes, but show some dissatisfaction particularly with the interest level of this series. Satisfaction with the other prescribed series, Piloé, is low for the linguistic level of the reading materials, the content of the travaux pratiques, and the ease of using the program. Teacher satisfaction with supplementary materials is quite low, particularly in grade 7 early immersion. In their comments, teachers frequently mention the lack of adequate supplementary materials for immersion. This situation may contribute to students' declining interest in reading, particularly in French, from grade 4 to 7. Teachers also frequently request more workshops, guidance, and teacher support materials for reading instruction.

Recommendation. We recommend that:

systematic and continued orientation be provided to using both the prescribed and supplementary materials for the French immersion program and more support materials be developed for teaching reading.

The Contract Team's experience with Review and Interpretation Panels suggests that there is much disagreement on what is linguistically suitable for immersion students. Some Panel members seem to favor only texts with known vocabulary and simplified grammatical structures. Yet research on first language reading suggests that simplification of texts may reduce context and increase difficulty (e.g., Chall, 1984; Klare, 1984). Information on text readability should be included as part of the orientation process.

Less than one-half of the schools have developed goals and objectives for the French immersion reading program. There is some articulation between French and English reading instruction, but this is mainly done in an informal manner, and many teachers, particularly in grade 7, report no articulation between the two reading programs. Teachers appear to be taking some measures to integrate French reading with other skill and subject areas. They indicate that teacher observations of student performance and student assignments are the main criteria used to evaluate student progress in reading.

To date, too much emphasis has been placed on broad aspects of program design such as how much French instructional time should be provided and what subjects should be taught in French. More attention has to be given to specifying the goals and objectives and methodologies necessary for effective instruction in French immersion.

Recommendations. We recommend that:

school districts develop specific objectives for French reading.

observational studies be undertaken to identify particularly effective instructional practices in teaching reading, articulation of French and English reading programs, and integration of reading with other subject areas.

a methodology for teaching reading in immersion and integrating skill and subject areas across the curriculum be developed and implemented.

systematic evaluation guidelines and materials be developed to assist teachers in assessing student progress in reading.

Assessment of Immersion Programs

This assessment was intended to provide information on current programs and practices and student achievement. In future years, it will be possible to examine growth in student performance. In designing the instruments for the reading assessment, we encountered two problems. It was difficult to assess higher order reading skills, particularly critical comprehension, using a multiple-choice format.

Because we had to design one instrument for early and late immersion, many passages and items that might have more fully assessed the reading skills of early immersion students could not be included in the grade 7 French Reading Test. On the other hand, teachers were enthusiastic about many features of the assessment instruments, such as the variety of the reading passages and the techniques used to elicit speech samples from their students.

Recommendations. We recommend that:

more varied instruments, especially those utilizing open-ended responses, be included in future assessments of French reading.

reading test forms be designed for early and late immersion programs.

evaluation guidelines and materials be developed to assist classroom teachers in assessing their students' progress in all four language skills.

further research be conducted on immersion curriculum development, instructional strategies and classroom practices, and the relationship between achievement in French and English language skills.

The first provincial assessment of immersion programs has promoted a rich dialogue among teachers, administrators, researchers, trustees, and parents. This momentum should not be lost. Given the relatively small size of immersion programs, it is highly probable that a mechanism can be created to ensure widespread discussion of the findings of this assessment and to develop strategies for implementing the recommendations for program improvement.

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Appendix A

Contributors to the French Reading Assessment

Prepared by the Student Assessment Branch

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Grade 7

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Lynn Wray	Early Immersion Teacher	Saanich

Appendix B

Pilot Testing Schools

Prepared by the Student Assessment Branch

Pilot Schools

Grade 5 Reading (Fall, 1986)

Alfred R. Dixon	Richmond
Aubrey Elementary	Burnaby
Deep Cove Elementary	Saanich
Hillcrest Elementary	Coquitlam
Irvine Elementary	Coquitlam
Keating Elementary	Saanich
L'Ecole Bilingue	Vancouver
Lloyd George Elementary	Kamloops
Morley Elementary	Burnaby
Pauline Johnson	West Vancouver
Ross Road Elementary	North Vancouver
Willows Elementary	Greater Victoria

Grade 7 Speaking (Spring 1985 and 1986)

Aubrey Elementary	Burnaby
Ecole St. Sacrement	Private
General Gordon Elementary	Vancouver
Hillcrest Elementary	Coquitlam
James Gilmore Elementary	Richmond
James Whiteside Elementary	Richmond
L'Ecole Bilingue	Vancouver
Mary Hill Elementary	Coquitlam
Parkland Elementary	Coquitlam
Pauline Johnson	West Vancouver
Sentinel Secondary	West Vancouver
W.E. Kinvig Elementary	Surrey
William Cook Elementary	Richmond

Grade 8 Reading (Fall, 1986)

Aldergrove Secondary	Langley
Brookswood Secondary	Langley
Como Lake Junior Secondary	Coquitlam
Gulf Islands Secondary	Gulf Islands
Hugh McRoberts Junior Secondary	Richmond
Kitsilano Secondary	Vancouver
Langley Secondary	Langley
Lansdowne Junior Secondary	Greater Victoria
Maillard Junior Secondary	Coquitlam
Mary Hill Junior Secondary	Coquitlam
Moscrop Junior Secondary	Burnaby
Sir Winston Churchill Secondary	Vancouver

Appendix C

Grade 4 French Reading Test

Prepared by the Student Assessment Branch

Student Item Results: Grade 4

The percentage of students selecting each response is given for background questions and reading items. For each reading item, the percentage is underlined for the correct response. The percentage of students who did not respond is also given for each item.

Organization of Reading Items by Domain

Domain	Item Number
Vocabulary	4, 5, 9, 10, 15, 23, 27, 32
Literal Comprehension	1, 3, 13, 18, 19, 20, 24, 25, 28
Inferential/Critical Comprehension	2, 6, 7, 8, 11, 12, 14, 21, 22, 26, 29, 30, 31
Graphic Materials	16, 17, 33, 34, 35, 36

STUDENT QUESTIONNAIRE

1. What language did you **first** learn to speak at home?

93% 1. English
2% 2. French
5% 3. Another language ____________________
(please specify)

2. What language do you **now** speak most often at home?

95% 1. English
3% 2. French
2% 3. Another language ____________________
(please specify)

3. Suppose you had some free time. Which one of the following would you **most** likely do?

23% 1. Watch T.V.
11% 2. Go to a movie
35% 3. Play a game or sport
30% 4. Read
1% *no response*

4. Suppose you had some free time. Which one of the following would you **least** likely do?

20% 1. Watch T.V.
42% 2. Go to a movie
10% 3. Play a game or sport
26% 4. Read
1% *no response*

5. About how many **library** books do you usually read **each month**? (Answer first for English books and then for French books. Count all the library books you read, whether from your school or classroom library or from a public library.)

English library books	French library books
2% 1. None	6% 1. None
19% 2. One or two	34% 2. One or two
30% 3. Three to five	32% 3. Three to five
25% 4. Six to ten	17% 4. Six to ten
24% 5. More than ten	10% 5. More than ten
1% *no response*	1% *no response*

6. How much do you enjoy reading **each** of the following **English and French** materials?

English magazines or newspapers	French magazines or newspapers
24% 1. Like them very much	8% 1. Like them very much
47% 2. Sometimes like them	27% 2. Sometimes like them
12% 3. Can't decide	14% 3. Can't decide
7% 4. Usually don't like them	12% 4. Usually don't like them
9% 5. Never read them	37% 5. Never read them
1% *no response*	1% *no response*

English comic books or cartoon books	French comic books or cartoon books
69% 1. Like them very much	29% 1. Like them very much
20% 2. Sometimes like them	37% 2. Sometimes like them
3% 3. Can't decide	10% 3. Can't decide
3% 4. Usually don't like them	9% 4. Usually don't like them
4% 5. Never read them	14% 5. Never read them
1% *no response*	1% *no response*

English short stories or novels (fiction)	French short stories or novels (fiction)
55% 1. Like them very much	24% 1. Like them very much
32% 2. Sometimes like them	40% 2. Sometimes like them
6% 3. Can't decide	15% 3. Can't decide
3% 4. Usually don't like them	12% 4. Usually don't like them
2% 5. Never read them	7% 5. Never read them
1% *no response*	1% *no response*

English books that give you facts and information (non-fiction)	French books that give you facts and information (non-fiction)
39% 1. Like them very much	25% 1. Like them very much
37% 2. Sometimes like them	34% 2. Sometimes like them
12% 3. Can't decide	16% 3. Can't decide
7% 4. Usually don't like them	13% 4. Usually don't like them
4% 5. Never read them	11% 5. Never read them
1% *no response*	1% *no response*

STOP
DO NOT TURN THE PAGE.
YOUR TEACHER WILL TELL
YOU WHEN TO CONTINUE.

LISEZ LE TEXTE SUIVANT ET RÉPONDEZ AUX QUESTIONS 1 À 5.

L'IGLOO

Construire un igloo n'est pas chose facile. L'Inuit trace d'abord un cercle dans la neige. Il évalue la direction du vent et place l'entrée de l'igloo dans le sens opposé. Ensuite, il enfonce un grand couteau dans la neige. La meilleure neige pour construire un igloo est la neige durcie.

Le père découpe des morceaux de neige qu'il range sur le cercle qu'il a tracé. Les enfants coupent les coins des blocs pour qu'ils s'ajustent bien les uns par rapport aux autres. Les joints sont ensuite bouchés avec de la neige. Le travail se fait de l'intérieur. Plus on monte, plus le cercle et l'épaisseur des murs diminuent. C'est ce qui donne la forme connue de l'igloo. Au sommet, on dispose un carré de glace pour laisser pénétrer la lumière.

On peut ajouter une fenêtre en remplaçant un carré de neige de l'igloo par un carré de glace collé avec un ciment d'eau et de neige. Ensuite, on construit un tunnel d'entrée pour abriter les chiens.

L'igloo, toutefois, n'est qu'une résidence de chasse temporaire et non la maison réelle de l'Inuit.

1. Quand l'Inuit se sert-il d'un igloo?

52% 1. quand il va à la chasse
38% 2. quand les vents sont forts
3% 3. quand il va à la pêche
4% 4. quand il y a du soleil
2% *no response*

2. Si le vent souffle de l'est, où place-t-on la porte d'entrée?

6% 1. au sud
6% 2. à l'est
78% 3. à l'ouest
8% 4. au nord
2% *no response*

3. Qu'est-ce que ce texte nous apprend?

6% 1. comment vivre dans un igloo
84% 2. comment bâtir un igloo
2% 3. comment choisir un igloo
6% 4. comment travailler dans un igloo
2% *no response*

4. Que veut dire "au sommet de l'igloo"?

16% 1. à l'entrée de l'igloo
60% 2. au haut de l'igloo
9% 3. à la base de l'igloo
14% 4. au mur de l'igloo
2% *no response*

5. Quel mot peut remplacer évalue dans la phrase:
"Il évalue la direction du vent"?

43% 1. détermine
16% 2. diminue
31% 3. change
8% 4. augmente
3% *no response*

LISEZ LE TEXTE SUIVANT ET RÉPONDEZ AUX QUESTIONS 6 À 10.

AU VOLEUR!

En plein milieu de la nuit, Patrick est réveillé par un bruit. Est-ce une souris qui se promène sous le lit ou un voleur qui rôde autour de la maison?

Dans le silence, Patrick tend l'oreille. Il entend le battement de son coeur et le tic-tac de l'horloge. Patrick écoute encore. Il y a aussi le vent qui agite les feuilles tout près. C'est tout. Mais voilà que le bruit reprend de plus belle. Boum, boum. Qu'est-ce que c'est? Patrick commence à avoir un peu peur, mais la curiosité l'emporte.

Patrick sort de son lit et descend l'escalier. Il sait que le bruit vient d'en bas. Boum, boum. Que va-t-il découvrir? Un fantôme? Et si c'était une chauve-souris ou un rat dans la cave? Ou bien Madame Grenon qui promène son chien?

Patrick rassemble son courage et se penche à la fenêtre. Il aperçoit le panier plein de pommes qui est resté près de la porte sur la galerie. Et qui donc est en train de se servir et de se gaver comme s'il était à la fête? Le drôle de voleur est un raton laveur. Il est bien joli avec son masque noir et sa longue queue touffue!

Patrick n'ose pas le déranger mais, avant de retourner se coucher, il pense:

"J'espère qu'il va nous laisser des pommes pour demain!"

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6. D'où vient le bruit qui réveille Patrick?

15% 1. de son coeur
25% 2. de la cave
10% 3. de l'escalier
50% 4. de la galerie
1% *no response*

7. Comment Patrick réussit-il à vaincre sa peur?

1% 1. Il reste au lit et s'endort.
19% 2. Il est réveillé par un bruit.
41% 3. Il se lève et se rend à la fenêtre.
37% 4. Il sait que le bruit vient d'en bas.
1% *no response*

8. Pourquoi Patrick ne veut-il pas déranger le voleur?

2% 1. Il n'aime pas les pommes.
16% 2. Il est resté près de la porte.
43% 3. Il pense que le voleur a faim.
39% 4. Il n'apprécie pas les ratons laveurs.
1% *no response*

9. Que veut dire "Patrick tend l'oreille"?

1% 1. Il a mal à l'oreille.
5% 2. Il se tire l'oreille.
6% 3. Il se réveille vite.
87% 4. Il écoute bien.
1% *no response*

10. Quel mot pourrait remplacer se gaver dans la phrase:
"Le raton laveur est en train de se gaver comme s'il était à la fête"?

69% 1. manger
7% 2. se cacher
6% 3. se sauver
17% 4. jouer
1% *no response*

LISEZ LE POÈME SUIVANT ET RÉPONDEZ AUX QUESTIONS 11 À 15.

PETITE POMME

La petite pomme s'ennuie
De n'être pas encore cueillie
Les grosses pommes sont
parties.
Petite pomme est sans amie.

Comme il fait froid dans cet
automne!
Les jours sont courts! Il va
pleuvoir.
Comme on a peur au verger noir
Quand on est seule et qu'on est
pomme.

Je n'en puis plus, viens me
cueillir.
Tu viens me cueillir, Isabelle?
Comme c'est triste de vieillir
Quand on est pomme et qu'on
est belle.

Prends-moi doucement dans ta
main.
Mais fais-moi vivre une journée
Bien au chaud sur ta cheminée
Et tu me mangeras demain.

Tiré de D'Un mot à l'autre. Recueil de textes par Pierre Achim et Jean-Claude Lessard
Reproduit sous l'autorisation de Mondia, Laval, Québec

11. Quel est le désir de la petite pomme?

6% 1. Elle veut être seule.
7% 2. Elle veut vieillir vite.
81% 3. Elle veut être cueillie.
5% 4. Elle veut partir en voyage.
1% *no response*

12. Pourquoi la petite pomme est-elle sans amie?

11% 1. parce qu'il fait très froid en automne
1% 2. parce que c'est une méchante petite pomme
11% 3. parce que les jours sont courts et qu'il va pleuvoir
76% 4. parce que les autres pommes ont été cueillies
2% *no response*

13. Combien de temps veut-elle vivre sur la cheminée?

5% 1. quelques jours
10% 2. tout l'automne
81% 3. une journée
2% 4. toute l'année
1% *no response*

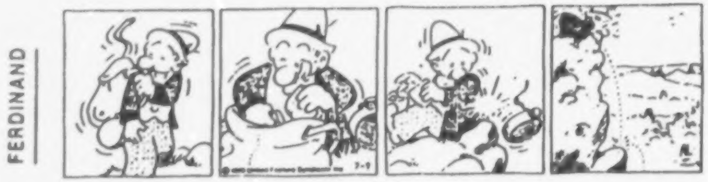
14. Quel sentiment le poète veut-il exprimer?

24% 1. la joie
26% 2. la paresse
15% 3. la timidité
32% 4. la solitude
2% *no response*

15. Que veut dire l'expression "Je n'en puis plus"?

11% 1. J'en suis contente.
69% 2. J'en ai assez.
11% 3. J'en ai beaucoup.
7% 4. J'en suis surprise.
2% *no response*

REGARDEZ BIEN CETTE BANDE DESSINÉE ET RÉPONDEZ AUX QUESTIONS 16 ET 17.



16. Qu'est-ce que Ferdinand a perdu?

78% 1. sa gourde
7% 2. son sac
7% 3. son veston
8% 4. sa botte

17. Que nous apprend cette bande dessinée?

11% 1. qu'il ne faut pas escalader
72% 2. qu'il faut regarder avant d'agir
6% 3. qu'il ne faut pas regarder au loin
11% 4. qu'il faut s'asseoir sur une roche
1% *no response*

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LISEZ LE TEXTE SUIVANT ET RÉPONDEZ AUX QUESTIONS 18 À 23.

LE COUGUAR: ROI TRANQUILLE DES MONTAGNES

Le couguar attaque seulement pour se nourrir et le cerf est son aliment favori. Assez curieusement, le couguar contribue à la survie des cerfs, car il prévient leur surpopulation. Sans lui, les cerfs deviendraient trop nombreux et, les pâturages ne suffisant plus à les nourrir, plusieurs mourraient de faim. Quand les cerfs sont rares, le couguar s'attaque au wapiti, au mouflon, à l'orignal, aux lapins, aux petits rongeurs et même aux porcs-épics qu'il retourne sur le dos pour éviter les piquants.

Timide et solitaire, le couguar préfère les lieux sauvages et accidentés, loin des humains, où il mène une vie tranquille en véritable "roi des montagnes". Il s'approche des fermes pour tuer du bétail quand il manque de nourriture. Autrefois, l'homme craignait et chassait le couguar. Maintenant, nous savons que ce carnivore, comme tous les animaux, joue un rôle important dans l'équilibre de la nature. Il faut donc le protéger.

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18. Comment décrit-on le couguar dans ce texte?

70% 1. timide et solitaire
17% 2. cruel et vicieux
5% 3. craintif et maladroit
8% 4. tranquille et lent
1% *no response*

19. Quand le couguar s'attaque-t-il au wapiti?

18% 1. quand les cerfs sont nombreux
70% 2. quand les cerfs sont rares
7% 3. quand il s'approche des fermes
4% 4. quand il n'a plus faim
1% *no response*

20. Pourquoi le couguar attaque-t-il le cerf?

2% 1. pour se défendre
92% 2. pour se nourrir
5% 3. pour se protéger
1% 4. pour s'amuser
1% *no response*

21. Quel rôle le couguar joue-t-il dans l'équilibre de la nature?

21% 1. Il reste très loin des humains.
35% 2. Il est bien connu comme le roi des montagnes.
35% 3. Il aide à contrôler la population des cerfs.
7% 4. Il s'attaque parfois au bétail.
1% *no response*

22. Que peut-on faire pour protéger le couguar?

12% 1. le séparer des autres animaux
9% 2. encourager la chasse au couguar
16% 3. réduire son territoire
63% 4. interdire la chasse au couguar
1% *no response*

23. Quel est le contraire du mot timide?

20% 1. gêné
11% 2. lent
48% 3. agressif
20% 4. solitaire
2% *no response*

RÉPONDEZ AUX QUESTIONS 24 À 27 EN VOUS SERVANT DE L'AFFICHE

LA
POINTE
DU
MOULIN

Une jeune troupe de théâtre pour enfants de la région montréalaise présente ses spectacles:

L'arbre roux et
Pitou l'enfant-roi

dans les écoles, les garderies, les bibliothèques. Un seul comédien, conteur et manipulateur de marionnettes, anime chaque spectacle. À découvrir!

Renseignements:
Théâtre La Pointe du Moulin
1043, rue Marie-Anne est
Montréal, Québec H2J 2B5
Tél. 598-7753

Reproduit sous l'autorisation de Les éditions Héritage inc., Saint-Lambert, Québec.

24. De quelle ville est la troupe de théâtre?

19% 1. Du Moulin
66% 2. Montréal
9% 3. Québec
4% 4. Marie-Anne
1% no response

25. Combien de comédiens animent chaque spectacle?

78% 1. 1
6% 2. 2
7% 3. 3
8% 4. 4
2% no response

26. Où peux-tu voir Pitou l'enfant-roi?

59% 1. au théâtre
2% 2. au cinéma
37% 3. à l'école
1% 4. à la plage
1% no response

27. L'expression "À découvrir" veut dire que:

70% 1. c'est à voir.
8% 2. c'est à finir.
14% 3. c'est à faire.
7% 4. c'est à dire.
2% no response

LISEZ LE TEXTE SUIVANT ET RÉPONDEZ AUX QUESTIONS 28 À 32.

L'ÂNE PERDU

Un fermier avait six ânes. Comme il n'avait pas de travail pour les animaux, il décide de les vendre.

Un matin, il part pour la ville pour aller vendre les six ânes au marché.

C'est l'été, il fait chaud. Le fermier marche derrière les ânes.

Après une heure de marche, il est fatigué et décide de monter le dernier des ânes.

Après quelques minutes, il compte les ânes devant lui; il en compte cinq et pense qu'il en a perdu un.

Il retourne avec les animaux pour chercher la bête qu'il croyait avoir perdue.

En arrivant chez lui, à la porte de sa maison, toujours assis sur l'animal, il raconte à sa femme le malheur qui lui était arrivé: la perte de la bête.

"Qu'est-ce que tu me racontes", dit la femme, "perdu un âne?"

"Mais oui", dit le mari, "tu sais que je suis parti avec six ânes. Eh bien! J'en ai seulement cinq maintenant."

"Moi", dit la femme, "j'en vois sept, le septième est assis sur le sixième."

28. **Pourquoi le fermier voulait-il vendre ses ânes?**

7% 1. **Il voulait aller au marché.**
8% 2. **Il n'avait pas d'emploi.**
5% 3. **Il était un peu fatigué.**
79% 4. **Il n'avait pas de travail pour eux.**
2% no response

29. Que fait le fermier quand il est fatigué de marcher?

67% 1. **Il monte le sixième âne.**
10% 2. **Il retourne à la maison.**
11% 3. **Il monte le septième âne.**
9% 4. **Il se repose en route.**
2% no response

30. Le fermier dit qu'il a seulement cinq ânes. Qu'est-ce qui est vraiment arrivé?

8% 1. **Il a vendu un âne.**
71% 2. **Il a mal compté.**
3% 3. Un âne est mort.
16% 4. Un âne est parti.
2% no response

31. Pourquoi la femme pense-t-elle que son mari est un âne?

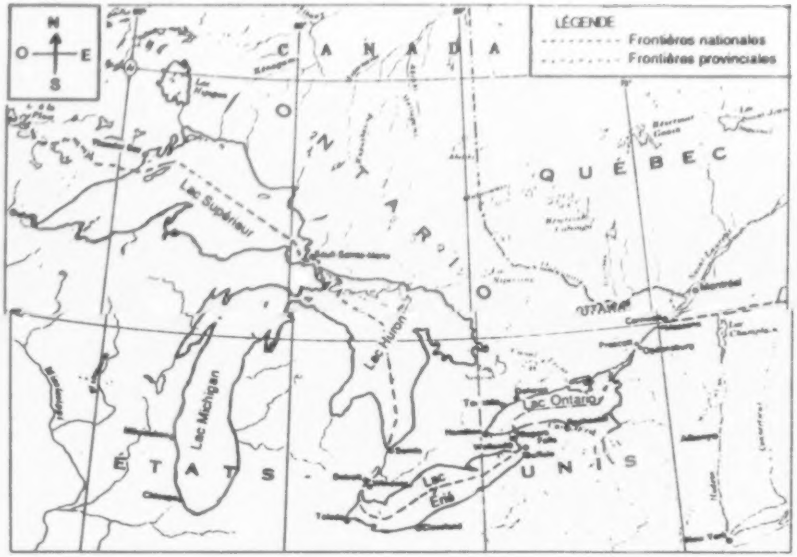
12% 1. parce qu'il est menteur
25% 2. parce qu'il est têtu
7% 3. parce qu'il est poilu
54% 4. parce qu'il est bête
3% no response

32. Quel mot pourrait remplacer le mot fatigué dans la phrase suivante:
"Après une heure de marche, il est fatigué"?

43% 1. épuisé
3% 2. amusé
27% 3. reposé
25% 4. affamé
2% no response

RÉPONDEZ AUX QUESTIONS 33 À 36 EN VOUS SERVANT DE LA CARTE ET DU TABLEAU.

LES GRANDS LACS


N
S
E
O
LÉGENDE
Frontières nationales
Frontières provinciales
CANADA
ONTARIO
QUÉBEC
ÉTATS-UNIS
Lac Supérieur
Lac Michigan
Lac Huron
Lac Ontario
Lac Érié
OTTAWA
Montréal

Lac	Longueur (km)	Plus grande profondeur (m)	Superficie (km^2)
Supérieur	570	410	86 496
Michigan	500	284	60 928
Huron	335	230	62 560
Érié	393	64	26 955
Ontario	315	246	20 672

Tiré de L'Atlas scolaire par Ronald C. Daly. Reproduit sous l'autorisation de Guérin Éditeur Ltée, Montréal, Québec.

33. Quel lac est le moins long?

2% 1. Huron
3% 2. Érié
5% 3. Michigan
90% 4. Ontario
1% *no response*

34. Quel lac est le plus profond?

6% 1. Michigan
7% 2. Érié
2% 3. Ontario
84% 4. Supérieur
1% *no response*

35. Quelle ville canadienne se situe sur la rive nord du lac Supérieur?

4% 1. Duluth
59% 2. Thunder Bay
17% 3. Sault Sainte-Marie
18% 4. Nipigon
2% *no response*

36. Quelle province canadienne touche les grands lacs?

13% 1. Les États-Unis
70% 2. L'Ontario
9% 3. La Colombie-Britannique
7% 4. Le Québec
2% *no response*

FIN DE L'EXAMEN

Appendix D

Grade 7 French Reading Tests

Prepared by the Student Assessment Branch

Student Item Results: Grade 7 Early Immersion

The percentage of students selecting each response is given for background questions, opinion statements, and reading items. For each reading item, the percentage is underlined for the correct response. The percentage of students who did not respond is also given for each item.

Organization of Reading Items by Domain

Domain	Item Number
Vocabulary	5, 11, 17, 18, 23, 33
Literal Comprehension	4, 9, 10, 12, 13, 24, 25, 30, 32
Inferential Comprehension	1, 2, 6, 8, 16, 22, 31
Critical Comprehension	3, 7, 14, 15, 28, 29
Graphic Materials	19, 20, 21, 26, 27

STUDENT QUESTIONNAIRE

1. What language did you **first** learn to speak at home?

90% 1. English
5% 2. French
5% 3. Another language ____________________
(please specify)

2. What language do you **now** speak most often at home?

97% 1. English
1% 2. French
2% 3. Another language ____________________
(please specify)

3. Suppose you had some **free time**. Which one of the following would you **most** likely do?

27% 1. Watch T.V.
10% 2. Go to a movie
40% 3. Play a game or sport
22% 4. Read
1% *no response*

4. Suppose you had some free time. Which one of the following would you **least** likely do?

14% 1. Watch T.V.
45% 2. Go to a movie
10% 3. Play a game or sport
30% 4. Read
1% *no response*

5. About how many **library** books do you usually read **each month**? (Answer first for English books and then for French books. Count all the library books you read, whether from your school or classroom library or from a public library.)

English library books

4% 1. None
32% 2. One or two
33% 3. Three to five
17% 4. Six to ten
14% 5. More than ten

French library books

24% 1. None
60% 2. One or two
13% 3. Three to five
2% 4. Six to ten
0% 5. More than ten
1% *no response*

6. How much do you enjoy reading **each** of the following **English** and French materials?

English magazines or newspapers

41% 1. Like them very much
53% 2. Sometimes like them
3% 3. Can't decide
2% 4. Usually don't like them
1% 5. Never read them

English comic books or cartoon books

47% 1. Like them very much
36% 2. Sometimes like them
4% 3. Can't decide
5% 4. Usually don't like them
7% 5. Never read them

English short stories or novels (fiction)

62% 1. Like them very much
31% 2. Sometimes like them
3% 3. Can't decide
3% 4. Usually don't like them
1% 5. Never read them

English books that give you facts and information (non-fiction)

18% 1. Like them very much
45% 2. Sometimes like them
17% 3. Can't decide
18% 4. Usually don't like them
3% 5. Never read them

French magazines or newspapers

3% 1. Like them very much
29% 2. Sometimes like them
14% 3. Can't decide
20% 4. Usually don't like them
33% 5. Never read them

French comic books or cartoon books

13% 1. Like them very much
38% 2. Sometimes like them
11% 3. Can't decide
13% 4. Usually don't like them
24% 5. Never read them

French short stories or novels (fiction)

11% 1. Like them very much
42% 2. Sometimes like them
14% 3. Can't decide
23% 4. Usually don't like them
9% 5. Never read them

French books that give you facts and information (non-fiction)

8% 1. Like them very much
30% 2. Sometimes like them
24% 3. Can't decide
24% 4. Usually don't like them
13% 5. Never read them

STOP
DO NOT TURN THE PAGE.
YOUR TEACHER WILL TELL
YOU WHEN TO CONTINUE

STUDENT OPINIONS QUESTIONNAIRE

	Strongly Agree	Agree	Undecided or Don't Know	Disagree	Strongly Disagree	No Response
1. Most people should learn a second language.	38%	49%	9%	3%	0%	1%
2. I become nervous and tense when I speak French.	1%	9%	21%	48%	21%	1%
3. I would really like to learn a lot of French.	30%	41%	22%	4%	2%	2%
4. Learning a second language opens up new horizons.	56%	35%	6%	1%	0%	1%
5. Knowing a second language is of very little value for most people.	1%	7%	12%	39%	41%	1%
6. I wish I could speak French fluently.	46%	34%	12%	3%	2%	3%
7. I always feel uncomfortable when I speak French.	3%	7%	17%	44%	29%	1%
8. One possible danger of bilingualism is that although two languages may be learned, neither of them will be mastered.	2%	14%	22%	40%	21%	1%
9. I plan to learn as much French as possible.	34%	36%	25%	4%	1%	1%
10. I feel sure of myself when I speak French.	9%	40%	39%	11%	1%	
11. English-speaking Canadians should make a greater effort to learn the French language.	26%	42%	23%	8%	1%	1%
12. Learning a second language improves one's creativity, as one is exposed to the ideas of a different culture.	31%	47%	17%	4%	1%	1%
13. When I meet a French-speaking person and I speak to him/her, I am relaxed.	12%	37%	28%	20%	2%	1%
14. The learning of English or French as a second language contributes to a better understanding between French and English-speaking Canadians.	30%	49%	17%	3%	0%	1%
15. I have a good understanding of the culture of French-speaking people in Canada.	14%	44%	32%	8%	1%	1%

INSTRUCTIONS:

Indicate your answers to the following statements by putting a check mark (✓) in the appropriate space. If you feel, for example, that you can speak Spanish "a little," you would put a check above the words "a little" on the scale:

I speak Spanish

		✓				
1 not at all	2	3 a little	4	5 fairly well	6	7 fluently

If, however, you feel you speak Spanish somewhere between "a little" and "not at all," you would put a check in the space between those two words on the scale:

I speak Spanish

	✓					
1 not at all	2	3 a little	4	5 fairly well	6	7 fluently

==

1. I speak French

0%	0%	3%	28%	49%	19%	1%
1 not at all	2	3 a little	4	5 fairly well	6	7 fluently

2. I understand French

0%	0%	2%	23%	44%	30%	1%
1 not at all	2	3 a little	4	5 fairly well	6	7 fluently

3. I read French

1%	4%	9%	14%	32%	26%	12%	1%
1 not at all	2	3 a little	4	5 fairly well	6	7 fluently	*no response*

4. I write French

0%	1%	3%	16%	42%	27%	10%	1%
1 not at all	2	3 a little	4	5 fairly well	6	7 fluently	*no response*

STOP
DO NOT TURN THE PAGE.

LISEZ LA LETTRE SUIVANTE ET RÉPONDEZ AUX QUESTIONS 1 À 6.

Chère Lise,

S.O.S. C'est urgent. Personne, même mes parents, ne m'aime. Il est tard et je serais censée être couchée depuis longtemps, mais demain je n'ai pas d'école et j'ai absolument besoin de parler.

J'ai deux problèmes et voici le plus important: j'ai 12 ans et je suis en septième année. Je fréquente donc une nouvelle école (où, lorsque je suis arrivée, je ne connaissais personne) et, en six mois, je n'ai pas réussi à me faire d'ami(e)s. Depuis que je suis jeune, je rêve d'avoir de "vrais amis", une "vraie gang" qui m'apprécierait, mais dès que je fais une tentative d'approche, cela vire en gaffe et je ne réussis qu'à m'éloigner d'eux. Je me demande aussi si ce n'est pas à cause de mon physique que les autres ne m'aiment pas. Je ne suis pas grosse, mais pas maigre non plus et j'ai plein de boutons. J'ai entendu dire qu'il fallait, dans ce cas, se laver la figure trois ou quatre fois par jour. J'essaie, mais ma mère me gueule après (c'est son habitude) et dit: "Ça ne sert à rien de te laver si souvent; c'est normal d'avoir des boutons à ton âge." J'essaie de maigrir mais je manque de volonté. Je ne réussis dans rien alors!

Tout ça fait que je deviens agressive et insupportable... De plus, l'hiver me déprime. Je ne fais pas de sport: pas d'argent, pas d'équipement, pas de transport... HEUREUSEMENT, j'ai quatre vraies amies, mais trois restent loin et l'autre est souvent occupée. De plus mes parents sont toujours du côté de ma soeur...

Dans quelques jours je retourne dans cet enfer d'école. Souvent il m'arrive de rêver d'être un oiseau pour pouvoir m'envoler loin de tous et de chacun. Je t'envie, Lise, tu as tellement l'air de vivre en paix... Tes conseils me seront d'un grand secours.

Anonyme

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1. Après avoir lu la lettre, on sent que l'auteur est:

20% 1. optimiste.
67% 2. anxieuse.
9% 3. tranquille.
4% 4. curieuse.

2. Selon la lettre, quel rôle joue la mère dans la vie de cette jeune fille?

79% 1. Elle la critique dans ses efforts.
12% 2. Elle lui donne des conseils pratiques.
1% 3. Elle l'aide à faire sa toilette.
8% 4. Elle l'encourage à maigrir.

3. À ton avis, pourquoi cette jeune fille rêve-t-elle d'être un oiseau?

6% 1. pour survoler des coins secrets
0% 2. pour échapper à ses devoirs
93% 3. pour s'éloigner de la réalité
1% 4. pour taquiner ses parents

4. Pourquoi a-t-elle écrit la lettre?

1% 1. pour apprendre à communiquer
2% 2. pour passer le temps
13% 3. pour trouver une amie
83% 4. pour chercher des conseils

5. Que signifie l'expression cela vire en gaffe dans la phrase suivante: "Dès que je fais une tentative d'approche, cela vire en gaffe et je ne réussis qu'à m'éloigner d'eux"?

3% 1. ça me fait rire
7% 2. ça me rend sage
5% 3. ça porte bonheur
84% 4. ça tourne mal
1% *no response*

6. Quel serait le meilleur titre pour cette lettre?

93% 1. Seule et malheureuse
3% 2. Seule et à l'aise
3% 3. Seule et méfiante
2% 4. Seule et lasse

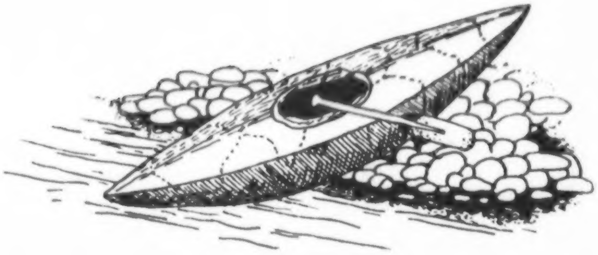
LISEZ LE POÈME SUIVANT ET RÉPONDEZ AUX QUESTIONS 7 À 11.

LE KAYAK

Écoutez mes paroles, mes enfants!
Le kayak est très petit et dangereux;
Les vagues et les vents sont de grandes forces.
Mais vous pourrez voyager parmi eux
lorsque vous les connaîtrez par la pensée.

Alors seulement vous deviendrez de grands
chasseurs de phoque,
À l'affût dans le kayak, vous lancerez
vos harpons,
Et même en hiver, quand le froid est intense,
vous réussirez avec fierté.

Écoutez les vieux,
les sages,
Il faut obéir à leurs ordres,
Alors, même en hiver,
Vous réussirez avec fierté.



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Fitzhenry & Whiteside Ltd.,
Markham, Ontario

7. Pourquoi l'auteur a-t-il écrit ce poème?

65%	1. pour conseiller les jeunes
8%	2. pour parler du nord
16%	3. pour décrire la chasse
10%	4. pour connaître les grandes forces
1%	*no response*

8. Pourquoi l'auteur dit-il que le kayak est dangereux?

4%	1. parce que le phoque est gros
27%	2. parce que le froid est intense
9%	3. parce qu'on fait de la chasse
59%	4. parce qu'il s'oppose aux éléments
1%	*no response*

9. Dans la phrase: "Il faut obéir à leurs ordres", il s'agit des ordres de qui?

15%	1. des chasseurs
69%	2. des vieux
9%	3. des phoques
6%	4. des enfants
1%	*no response*

10. Quel outil utilise-t-on pour faire la chasse aux phoques?

5%	1. le kayak
1%	2. l'arc
0%	3. la force
93%	4. le harpon
1%	*no response*

11. À la treizième ligne, qui sont les sages?

22%	1. ceux qui sont tranquilles
11%	2. ceux qui ont de la fierté
4%	3. ceux qui sont dangereux
62%	4. ceux qui ont de l'expérience
1%	*no response*

LISEZ LE TEXTE SUIVANT ET RÉPONDEZ AUX QUESTIONS 12 À 18.

LE CANNIBALISME

Le mot "cannibalisme" vient du mot "caribe", nom d'une tribu originaire des Caraïbes. On suppose qu'à l'origine le mot était "caribalisme".

Cette tribu des îles Caraïbes n'a cependant pas été le seul peuple cannibale du monde. Dans plusieurs autres pays, des anthropologues ont trouvé des traces de cannibalisme. Il y a très longtemps, tous les peuples ont probablement été cannibales à un moment ou l'autre. Cela t'étonne? Tu croyais sans doute que seuls quelques primitifs avaient pu agir ainsi? Les récits de cannibales t'apparaissaient peut-être légendaires. Mais ce ne sont pas des mythes. Il s'agit d'une chose qui a existé et qui existe même encore à certains endroits.

Il y a plusieurs causes, plusieurs raisons à cette façon d'agir. Une des premières explications est le manque de nourriture. Selon certains historiens, les populations qui pratiquaient l'agriculture et l'élevage avaient très rarement recours au cannibalisme. Ayant de grandes ressources alimentaires, elles n'étaient pas tentées par le cannibalisme. Par contre, les peuples qui assuraient leur subsistance par la chasse ou la cueillette de fruits n'avaient pas toujours suffisamment de nourriture. Il leur fallait donc en trouver ailleurs. C'est ce qu'ils faisaient en tuant et en mangeant leurs ennemis.

La plupart des peuples ne pratiquaient le cannibalisme qu'envers des ennemis ou des étrangers. Il y a cependant quelques exceptions à cette règle. Par exemple, les "Bagesu" d'Afrique pratiquaient le cannibalisme envers des membres de leur tribu.

En remontant dans le temps et en étudiant l'évolution de l'agriculture, on remarque aussi autre chose. L'agriculture dépend de plusieurs facteurs. Le climat, l'irrigation, la politique ou les guerres retardent ou accélèrent le développement de l'agriculture. Certains peuples ont tour à tour abandonné et repris la coutume du cannibalisme selon le rendement de l'agriculture.

Le manque de nourriture n'est pourtant pas la seule cause du cannibalisme. Certaines peuplades mangeaient de la chair humaine lors de cérémonies magiques ou religieuses. Quelquefois des tribus honoraient leurs morts en les mangeant. D'autres prouvaient leur force et leur courage en mordant et en avalant de la chair humaine. D'autres encore croyaient voler la force de leurs ennemis en les dévorant. Certaines tentaient aussi de faire disparaître l'esprit du mort. Pour toutes ces tribus, le cannibalisme avait un caractère sacré et rituel. La chair n'était donc pas pour ces gens l'aliment principal et ils n'en consommaient pas dans le but de se nourrir.

Il existe encore une autre forme de cannibalisme, celle qui consiste à manger la chair d'une personne qui est déjà morte pour éviter de mourir soi-même. On rencontre cette forme de cannibalisme lors d'accidents. Par exemple, en 1972, un avion s'est écrasé dans les Andes. Une quarantaine de personnes se trouvaient à bord. Plusieurs moururent sur le coup, d'autres étaient blessées et moururent les jours suivants. D'autres furent tuées par une avalanche déclenchée tout près de l'avion. Finalement, il ne resta plus qu'un petit groupe de survivants. Les jours passèrent, les réserves de nourriture également. Dans ce désert glacé, il était impossible de trouver quoi que ce soit pour se nourrir. Peu à peu, les survivants comprirent qu'il ne restait plus qu'une solution.

Cette histoire n'est pas unique. Il y a eu d'autres cas semblables. Peu de temps après l'expédition dans les Andes, un avion canadien s'est écrasé dans les Territoires du Nord-Ouest. Pour survivre, le pilote dut se résigner lui aussi au cannibalisme. En 1979, un Cesna s'est écrasé. Deux des quatre personnes à bord furent tuées. Les deux autres personnes réussirent à survivre en mangeant de la chair humaine. C'est une décision très difficile à prendre. Seul l'instinct de survie peut faire agir ainsi.

En général, on ne condamne pas les personnes obligées à poser ces actes. On comprend qu'elles agissent ainsi parce qu'elles tiennent à vivre.

Tiré de la Collection Symphonie des cinq sens. Le Goût par Roseline Deslorges. Reproduit sous l'autorisation de Les Publications Graficor, Boucherville, Québec.

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12. Le cannibalisme est pratiqué par ceux qui manquent de nourriture et aussi par:

5% 1. ceux qui veulent varier leur régime quotidien.
19% 2. ceux qui appartiennent aux tribus primitives seulement.
63% 3. ceux qui participent aux cérémonies magiques et religieuses.
13% 4. ceux qui ne réussissent pas bien à la chasse.

13. Qu'est-ce qui pousse les gens de nos jours à pratiquer le cannibalisme?

5% 1. le retour à la nature
82% 2. l'instinct de survie
11% 3. la croyance religieuse
2% 4. une forme de magie noire

14. En lisant le texte, on a l'impression que l'auteur nous parle du cannibalisme comme:

9% 1. d'une coutume inacceptable dans les pays lointains.
9% 2. d'une pratique qui a eu lieu dans le passé seulement.
53% 3. d'un fait historique qui se répète dans le présent.
29% 4. d'un côté animal de l'être humain.

15. Laquelle de ces quatre phrases exprime une opinion?

6% 1. Les "Bagesu" d'Afrique pratiquaient le cannibalisme envers des membres de leur tribu.
68% 2. Il y a très longtemps, tous les peuples ont probablement été cannibales à un moment ou l'autre.
14% 3. Cette tribu des îles Caraïbes n'a pas été le seul peuple cannibale du monde.
11% 4. Le climat, l'irrigation, la politique ou les guerres retardent ou accélèrent le développement de l'agriculture.
1% no response

16. Dans le cas de l'avion qui s'est écrasé dans les Andes en 1972, un groupe de passagers a survécu:

7% 1. en tuant des membres de leur propre groupe.
5% 2. en mangeant les membres d'une tribu des Andes.
83% 3. en mangeant ceux qui ont été tués dans l'accident.
4% 4. en mangeant des animaux de la région.
1% no response

17. Que veut dire le mot élevage dans la phrase suivante: "Selon certains historiens, les populations qui pratiquaient l'agriculture et l'élevage avaient très rarement recours au cannibalisme"?

16% 1. culture du lin
17% 2. cueillette de fruits
33% 3. chasse aux animaux
31% 4. soins des animaux
2% no response

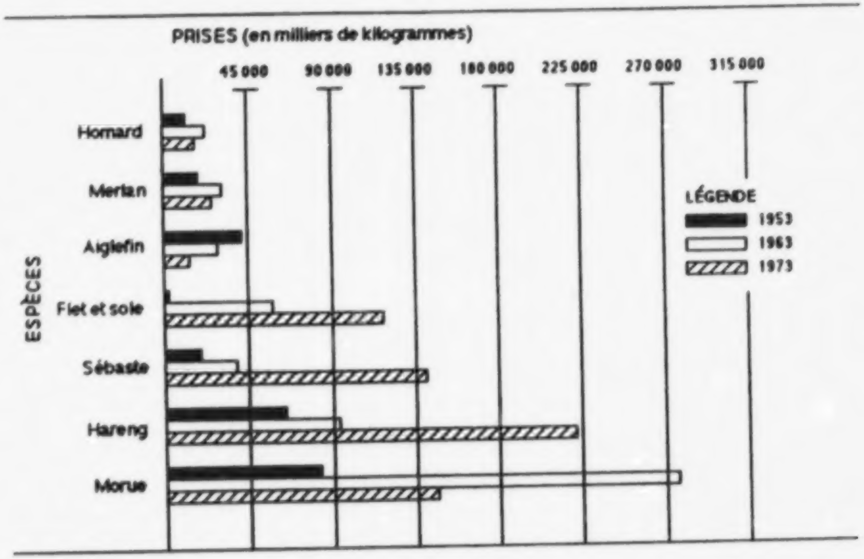
18. Que veut dire le mot chair dans la phrase suivante: "La chair n'était donc pas pour ces gens l'aliment principal et ils n'en consommaient pas dans le but de se nourrir"?

73% 1. substance des muscles de l'homme
5% 2. meuble trouvé dans une pièce
8% 3. substance hallucinante
13% 4. valeur de certaines choses
1% no response

RÉPONDEZ AUX QUESTIONS 19 À 21 EN UTILISANT LE GRAPHIQUE SUIVANT.

LA PÊCHE

IMPORTANCE DES PRISES SUR LA CÔTE ATLANTIQUE, 1953-73, PAR ESPÈCE



Reproduit sous l'autorisation de Les Éditions Gage ltée, Agincourt, Ontario.

19. Combien d'espèces de poissons ont dépassé en prises 135 000 milliers de kilogrammes?

2% 1. 1
3% 2. 2
76% 3. 3
19% 4. 4
1% no response

20. Combien d'espèces ont subi une réduction dans les prises entre 1963 et 1973?

6% 1. 2
32% 2. 3
57% 3. 4
4% 4. 5
2% no response

21. Quelle espèce a connu une diminution constante dans les prises entre 1953 et 1973?

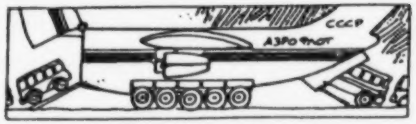
69% 1. l'aiglefin
17% 2. la morue
4% 3. le merlan
10% 4. le homard
1% no response

LE PLUS GROS AVION DU MONDE

Qu'est-ce qui est soviétique et qui peut emporter quarante éléphants à plus de 7 000 mètres d'altitude de l'Afrique au Québec?

Ce mastodonte volant, c'est l'Antonov 124, le plus gros avion du monde. Les Soviétiques lui ont donné le nom de "Rouslan", un preux chevalier de légende russe, tandis que les Américains l'appellent le Condor. L'Antonov 124 est aussi haut qu'une maison de quatre étages et presque aussi long qu'un terrain de football. Il possède une soute de 36 mètres de longueur. Il peut contenir 60 petites voitures avec leurs passagers et leurs bagages.

Depuis 1968, c'était le Galaxy C-5 américain qui détenait le record mondial. Cet avion de l'Armée de l'air sert au transport de troupes et de matériel de combat.



L'Antonov dispose de deux entrées pour engouffrer son chargement.

Les Russes destinent l'Antonov à des fins civiles et militaires. Ils veulent entre autres s'en servir comme "train volant" pour le développement des régions éloignées de Sibérie.

Les Américains ne s'avouent pas vaincus dans cette course au gigantisme! La compagnie McDonnel Douglas prépare le C-17, un monstre encore plus gros que l'Antonov 124.

On peut s'attendre à ce que les Russes répliquent, puis que les Américains ripostent à leur tour, etc., etc.!

Fiches techniques comparées

	C-5 Galaxy	Antonov 124
Mise en service	1968	1985
Nombre (prévus ou construits)	130	100
Propulsion (Turbo Réacteurs)	4 x 18,6 T	4 x 23,4 T
Envergure	68 m	73 m
Longueur	75 m	70 m
Hauteur	20 m	22 m
Charge maximale	100 tonnes	150 tonnes
Vitesse maximale	920 km/h	850 km/h
Altitude correspondante	7 600 m	12 000 m
Roulement à l'atterrissage	2 135 m	1 200 m
Roulement au décollage	680 m	850 m
Distance avec charge maximale	6 000 km	4 500 km
Distance à vide	13 000 km	16 000 km

Tiré de Je me Petit-Débrouille, No. 48, fév. 1986. Reproduit sous l'autorisation du Club des petits débrouillards Conseil de développement du loisir scientifique, Montréal, Québec

22. À quoi sert l'Antonov 124?

20% 1. à transporter des passagers sur de longues distances
55% 2. à transporter de l'équipement, du matériel et des machines
17% 3. à emporter des éléphants de l'Afrique au Québec
7% 4. à faciliter l'exploration des régions minières et forestières

23. Que veut dire le mot mastodonte dans la phrase suivante:
"Ce mastodonte volant, c'est l'Antonov 124"?

85% 1. machine gigantesque
2% 2. machine puissante
3% 3. machine rapide
10% 4. machine formidable

24. Comment les Américains ont-ils baptisé l'Antonov 124?

10% 1. le "Train volant"
15% 2. le "Rouslan"
3% 3. le "Monstre"
73% 4. le "Condor"

25. À quoi sert le Galaxy C-5 américain?

6% 1. à transporter des voitures américaines
9% 2. à battre un record mondial
83% 3. à transporter des soldats et des armes
2% 4. à faciliter le développement de la Sibérie

26. Quelle est l'envergure de l'Antonov 124?

3% 1. 22 m
7% 2. 70 m
87% 3. 73 m
3% 4. 75 m

27. Quelle est la différence de hauteur entre l'avion américain et l'avion russe?

84% 1. 2 m
4% 2. 3 m
4% 3. 4 m
9% 4. 5 m

LISEZ LA CITATION ET LE PROVERBE SUIVANTS ET RÉPONDEZ AUX QUESTIONS 28 ET 29.

CITATION	PROVERBE
"Écrire, c'est une façon de parler sans être interrompu." J. Renard	Des goûts et des couleurs il ne faut pas disputer.

28. Laquelle des quatre expressions suivantes s'associe le mieux à la citation?

17% 1. Un point fait à temps, en épargne cent.
65% 2. La parole est d'argent, le silence est d'or.
8% 3. Loin des yeux, loin du coeur.
10% 4. Mieux vaut tard que jamais.

29. Laquelle des phrases suivantes s'associe le mieux avec le proverbe?

64% 1. Tout le monde a droit à ses opinions.
17% 2. Il faut accepter l'avis de la majorité.
8% 3. L'autorité a toujours raison.
10% 4. L'habit ne fait pas le moine.
1% *no response*

LISEZ LE TEXTE SUIVANT ET RÉPONDEZ AUX QUESTIONS 30 À 33.

JEU: TOUR DE TABLE

Matériel nécessaire:
Une cinquantaine de photographies ou d'illustrations d'objets.

Nombre de joueurs:
De 2 à 5 joueurs

Règles du jeu:

1. On divise également les illustrations entre les joueurs.
2. On détermine au hasard la personne qui commencera la partie et on continue ensuite dans le sens des aiguilles d'une montre.
3. Le premier joueur montre une de ses illustrations aux autres joueurs et la dépose de façon à cacher l'objet illustré.
4. Le joueur suivant nomme de mémoire le premier objet caché et montre à son tour une de ses illustrations.
5. Les joueurs suivants doivent toujours nommer en ordre tous les objets montrés par les joueurs précédents et ajouter chaque fois un objet nouveau.
6. Une erreur entraîne l'expulsion du joueur. Le jeu se poursuit jusqu'à ce qu'il ne reste qu'un joueur.

Variante:

Il est permis de changer les règles du jeu si tous les participants y consentent. Ainsi, par exemple, on peut accorder une chance à un joueur qui aurait un trou de mémoire. De plus, quand les joueurs sont devenus habiles en jouant avec des illustrations, ils peuvent les remplacer par des mots.

De l'extrait Tour de table, tiré du volume Mosaïque, tome I, manuel de l'élève, 1986 par Claire-Aline Leveque et Normand Tousignant. Reproduit sous l'autorisation des Éditions Beauchemin ltée, Montréal, Québec.

30. Qui commence le jeu?

11% 1. la personne qui distribue les illustrations
88% 2. la personne qui est choisie au hasard
1% 3. la personne qui est chef de groupe
1% 4. la personne qui a la meilleure mémoire

31. Que doit faire le quatrième joueur?

8% 1. Il doit nommer la première illustration et la sienne.
3% 2. Il doit nommer une illustration au hasard.
20% 3. Il doit nommer l'illustration du troisième joueur.
69% 4. Il doit nommer les illustrations précédentes et la sienne.

32. Selon le texte, quand est-il possible de varier les règles du jeu?

11% 1. quand les groupes changent
78% 2. quand les joueurs sont d'accord
3% 3. quand le professeur l'indique
8% 4. quand il y a trop de joueurs

33. Que veut dire le mot accorder dans la phrase suivante: "On peut accorder une chance à un joueur"?

5% 1. manquer
10% 2. enlever
81% 3. donner
4% 4. soustraire

FIN DE L'EXAMEN

Student Item Results: Grade 7 Late Immersion

The percentage of students selecting each response is given for background questions, opinion statements, and reading items. For each reading item, the percentage is underlined for the correct response. The percentage of students who did not respond is also given for each item.

Organization of Reading Items by Domain

Domain	Item Number
Vocabulary	5, 11, 17, 18, 23, 33
Literal Comprehension	4, 9, 10, 12, 13, 24, 25, 30, 32
Inferential Comprehension	1, 2, 6, 8, 16, 22, 31
Critical Comprehension	3, 7, 14, 15, 28, 29
Graphic Materials	19, 20, 21, 26, 27

STUDENT QUESTIONNAIRE

1. What language did you **first** learn to speak at home?

91% 1. English
1% 2. French
8% 3. Another language ____________________
(please specify)

2. What language do you **now** speak most often at home?

95% 1. English
2% 2. French
3% 3. Another language ____________________
(please specify)

3. Suppose you had some free time. Which one of the following would you **most** likely do?

26% 1. Watch T.V.
9% 2. Go to a movie
40% 3. Play a game or sport
25% 4. Read
1% *no response*

4. Suppose you had some free time. Which one of the following would you **least** likely do?

15% 1. Watch T.V.
45% 2. Go to a movie
12% 3. Play a game or sport
28% 4. Read
1% *no response*

5. About how many **library** books do you usually read **each month**? (Answer first for English books and then for French books. Count all the library books you read, whether from your school or classroom library or from a public library.)

English library books

4% 1. None
27% 2. One or two
31% 3. Three to five
21% 4. Six to ten
17% 5. More than ten

French library books

16% 1. None
56% 2. One or two
22% 3. Three to five
4% 4. Six to ten
2% 5. More than ten

6. How much do you enjoy reading **each** of the following **English** and **French** materials?

English magazines or newspapers

38% 1. Like them very much
54% 2. Sometimes like them
3% 3. Can't decide
3% 4. Usually don't like them
1% 5. Never read them

English comic books or cartoon books

51% 1. Like them very much
33% 2. Sometimes like them
3% 3. Can't decide
6% 4. Usually don't like them
7% 5. Never read them

English short stories or novels (fiction)

63% 1. Like them very much
28% 2. Sometimes like them
5% 3. Can't decide
3% 4. Usually don't like them
2% 5. Never read them

English books that give you facts and information (non-fiction)

17% 1. Like them very much
45% 2. Sometimes like them
14% 3. Can't decide
20% 4. Usually don't like them
4% 5. Never read them

French magazines or newspapers

6% 1. Like them very much
38% 2. Sometimes like them
16% 3. Can't decide
15% 4. Usually don't like them
25% 5. Never read them

French comic books or cartoon books

21% 1. Like them very much
41% 2. Sometimes like them
12% 3. Can't decide
10% 4. Usually don't like them
16% 5. Never read them

French short stories or novels (fiction)

14% 1. Like them very much
48% 2. Sometimes like them
15% 3. Can't decide
13% 4. Usually don't like them
10% 5. Never read them

French books that give you facts and information (non-fiction)

10% 1. Like them very much
32% 2. Sometimes like them
18% 3. Can't decide
25% 4. Usually don't like them
16% 5. Never read them

STOP
DO NOT TURN THE PAGE.
YOUR TEACHER WILL TELL
YOU WHEN TO CONTINUE.

STUDENT OPINIONS QUESTIONNAIRE

	Strongly Agree	Agree	Undecided or Don't Know	Disagree	Strongly Disagree
1. Most people should learn a second language.	38%	50%	10%	2%	0%
2. I become nervous and tense when I speak French	4%	14%	21%	46%	16%
3. I would really like to learn a lot of French.	44%	40%	15%	1%	0%
4. Learning a second language opens up new horizons.	58%	35%	6%	1%	0%
5. Knowing a second language is of very little value for most people.	2%	5%	9%	38%	46%
6. I wish I could speak French fluently.	59%	29%	8%	3%	1%
7. I always feel uncomfortable when I speak French.	3%	8%	19%	46%	25%
8. One possible danger of bilingualism is that although two languages may be learned, neither of them will be mastered.	2%	18%	20%	41%	18%
9. I plan to learn as much French as possible.	45%	35%	17%	2%	0%
10. I feel sure of myself when I speak French.	8%	40%	39%	11%	2%
11. English-speaking Canadians should make a greater effort to learn the French language.	25%	47%	19%	7%	2%
12. Learning a second language improves one's creativity, as one is exposed to the ideas of a different culture.	31%	46%	20%	2%	1%
13. When I meet a French-speaking person and I speak to him/her, I am relaxed.	7%	33%	33%	24%	4%
14. The learning of English or French as a second language contributes to a better understanding between French and English-speaking Canadians.	24%	53%	19%	4%	1%
15. I have a good understanding of the culture of French-speaking people in Canada.	7%	36%	41%	13%	2%

INSTRUCTIONS:

Indicate your answers to the following statements by putting a check mark (✓) in the appropriate space. If you feel, for example, that you can speak Spanish "a little," you would put a check above the words "a little" on the scale:

I speak Spanish

		✓				
1 not at all	2	3 a little	4	5 fairly well	6	7 fluently

If, however, you feel you speak Spanish somewhere between "a little" and "not at all," you would put a check in the space between those two words on the scale:

I speak Spanish

	✓					
1 not at all	2	3 a little	4	5 fairly well	6	7 fluently

---

1. I speak French

0%	2%	13%	50%	32%	3%	1%
1 not at all	2	3 a little	4	5 fairly well	6	7 fluently

2. I understand French

0%	1%	7%	46%	40%	5%	0%
1 not at all	2	3 a little	4	5 fairly well	6	7 fluently

3. I read French

0%	4%	12%	19%	43%	20%	3%
1 not at all	2	3 a little	4	5 fairly well	6	7 fluently

4. I write French

0%	1%	6%	22%	45%	23%	3%
1 not at all	2	3 a little	4	5 fairly well	6	7 fluently

STOP
DO NOT TURN THE PAGE.

LISEZ LA LETTRE SUIVANTE ET RÉPONDEZ AUX QUESTIONS 1 À 6.

Chère Lise,

S.O.S. C'est urgent. Personne, même mes parents, ne m'aime. Il est tard et je serais censée être couchée depuis longtemps, mais demain je n'ai pas d'école et j'ai absolument besoin de parler.

J'ai deux problèmes et voici le plus important: j'ai 12 ans et je suis en septième année. Je fréquente donc une nouvelle école (où, lorsque je suis arrivée, je ne connaissais personne) et, en six mois, je n'ai pas réussi à me faire d'ami(e)s. Depuis que je suis jeune, je rêve d'avoir de "vrais amis", une "vraie gang" qui m'apprécierait, mais dès que je fais une tentative d'approche, cela vire en gaffe et je ne réussis qu'à m'éloigner d'eux. Je me demande aussi si ce n'est pas à cause de mon physique que les autres ne m'aiment pas. Je ne suis pas grosse, mais pas maigre non plus et j'ai plein de boutons. J'ai entendu dire qu'il fallait, dans ce cas, se laver la figure trois ou quatre fois par jour. J'essaie, mais ma mère me gueule après (c'est son habitude) et dit: "Ça ne sert à rien de te laver si souvent; c'est normal d'avoir des boutons à ton âge." J'essaie de maigrir mais je manque de volonté. Je ne réussis dans rien alors!

Tout ça fait que je deviens agressive et insupportable... De plus, l'hiver me déprime. Je ne fais pas de sport: pas d'argent, pas d'équipement, pas de transport... HEUREUSEMENT, j'ai quatre vraies amies, mais trois restent loin et l'autre est souvent occupée. De plus mes parents sont toujours du côté de ma soeur...

Dans quelques jours je retourne dans cet enfer d'école. Souvent il m'arrive de rêver d'être un oiseau pour pouvoir m'envoler loin de tous et de chacun. Je t'envie, Lise, tu as tellement l'air de vivre en paix... Tes conseils me seront d'un grand secours.

Anonyme

Reproduit sous l'autorisation de Vidéo-Presse, Montréal, Québec.

1. Après avoir lu la lettre, on sent que l'auteur est:

19% 1. optimiste.
60% 2. anxieuse.
13% 3. tranquille.
7% 4. curieuse.
1% *no response*

2. Selon la lettre, quel rôle joue la mère dans la vie de cette jeune fille?

65% 1. Elle la critique dans ses efforts.
18% 2. Elle lui donne des conseils pratiques.
2% 3. Elle l'aide à faire sa toilette.
15% 4. Elle l'encourage à maigrir.

3. À ton avis, pourquoi cette jeune fille rêve-t-elle d'être un oiseau?

16% 1. pour survoler des coins secrets
1% 2. pour échapper à ses devoirs
75% 3. pour s'éloigner de la réalité
7% 4. pour taquiner ses parents
1% *no response*

4. Pourquoi a-t-elle écrit la lettre?

5% 1. pour apprendre à communiquer
3% 2. pour passer le temps
14% 3. pour trouver une amie
77% 4. pour chercher des conseils
1% *no response*

5. Que signifie l'expression cela vire en gaffe dans la phrase suivante: "Dès que je fais une tentative d'approche, cela vire en gaffe et je ne réussis qu'à m'éloigner d'eux"?

10% 1. ça me fait rire
18% 2. ça me rend sage
7% 3. ça porte bonheur
63% 4. ça tourne mal
2% *no response*

6. Quel serait le meilleur titre pour cette lettre?

85% 1. Seule et malheureuse
5% 2. Seule et à l'aise
5% 3. Seule et méfiante
5% 4. Seule et lasse
1% *no response*

LISEZ LE POÈME SUIVANT ET RÉPONDEZ AUX QUESTIONS 7 À 11.

LE KAYAK

Écoutez mes paroles, mes enfants!
Le kayak est très petit et dangereux;
Les vagues et les vents sont de grandes forces.
Mais vous pourrez voyager parmi eux
lorsque vous les connaîtrez par la pensée.

Alors seulement vous deviendrez de grands
chasseurs de phoque,
À l'affût dans le kayak, vous lancerez
vos harpons,
Et même en hiver, quand le froid est intense,
vous réussirez avec fierté.

Écoutez les vieux,
les sages,
Il faut obéir à leurs ordres,
Alors, même en hiver,
Vous réussirez avec fierté.

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Fitzhenry & Whiteside Ltd.,
Markham, Ontario.

7. Pourquoi l'auteur a-t-il écrit ce poème?

57%	1.	pour conseiller les jeunes
11%	2.	pour parler du nord
20%	3.	pour décrire la chasse
11%	4.	pour connaître les grandes forces
1%		*no response*

8. Pourquoi l'auteur dit-il que le kayak est dangereux?

7%	1.	parce que le phoque est gros
25%	2.	parce que le froid est intense
12%	3.	parce qu'on fait de la chasse
55%	4.	parce qu'il s'oppose aux éléments
1%		*no response*

9. Dans la phrase: "Il faut obéir à leurs ordres", il s'agit des ordres de qui?

15%	1.	des chasseurs
64%	2.	des vieux
10%	3.	des phoques
11%	4.	des enfants
1%		*no response*

10. Quel outil utilise-t-on pour faire la chasse aux phoques?

12%	1.	le kayak
1%	2.	l'arc
2%	3.	la force
86%	4.	le harpon

11. À la treizième ligne, qui sont les sages?

14%	1.	ceux qui sont tranquilles
18%	2.	ceux qui ont de la fierté
11%	3.	ceux qui sont dangereux
56%	4.	ceux qui ont de l'expérience
1%		*no response*

LISEZ LE TEXTE SUIVANT ET RÉPONDEZ AUX QUESTIONS 12 À 18.

LE CANNIBALISME

Le mot "cannibalisme" vient du mot "caribe", nom d'une tribu originaire des Caraïbes. On suppose qu'à l'origine le mot était "caribalisme".

Cette tribu des îles Caraïbes n'a cependant pas été le seul peuple cannibale du monde. Dans plusieurs autres pays, des anthropologues ont trouvé des traces de cannibalisme. Il y a très longtemps, tous les peuples ont probablement été cannibales à un moment ou l'autre. Cela t'étonne? Tu croyais sans doute que seuls quelques primitifs avaient pu agir ainsi? Les récits de cannibales t'apparaissaient peut-être légendaires. Mais ce ne sont pas des mythes. Il s'agit d'une chose qui a existé et qui existe même encore à certains endroits.

Il y a plusieurs causes, plusieurs raisons à cette façon d'agir. Une des premières explications est le manque de nourriture. Selon certains historiens, les populations qui pratiquaient l'agriculture et l'élevage avaient très rarement recours au cannibalisme. Ayant de grandes ressources alimentaires, elles n'étaient pas tentées par le cannibalisme. Par contre, les peuples qui assuraient leur subsistance par la chasse ou la cueillette de fruits n'avaient pas toujours suffisamment de nourriture. Il leur fallait donc en trouver ailleurs. C'est ce qu'ils faisaient en tuant et en mangeant leurs ennemis.

La plupart des peuples ne pratiquaient le cannibalisme qu'envers des ennemis ou des étrangers. Il y a cependant quelques exceptions à cette règle. Par exemple, les "Bagesu" d'Afrique pratiquaient le cannibalisme envers des membres de leur tribu.

En remontant dans le temps et en étudiant l'évolution de l'agriculture, on remarque aussi autre chose. L'agriculture dépend de plusieurs facteurs. Le climat, l'irrigation, la politique ou les guerres retardent ou accélèrent le développement de l'agriculture. Certains peuples ont tour à tour abandonné et repris la coutume du cannibalisme selon le rendement de l'agriculture.

Le manque de nourriture n'est pourtant pas la seule cause du cannibalisme. Certaines peuplades mangeaient de la chair humaine lors de cérémonies magiques ou religieuses. Quelquefois des tribus honoraient leurs morts en les mangeant. D'autres prouvaient leur force et leur courage en mordant et en avalant de la chair humaine. D'autres encore croyaient voler la force de leurs ennemis en les dévorant. Certaines tentaient aussi de faire disparaître l'esprit du mort. Pour toutes ces tribus, le cannibalisme avait un caractère sacré et rituel. La chair n'était donc pas pour ces gens l'aliment principal et ils n'en consommaient pas dans le but de se nourrir.

Il existe encore une autre forme de cannibalisme, celle qui consiste à manger la chair d'une personne qui est déjà morte pour éviter de mourir soi-même. On rencontre cette forme de cannibalisme lors d'accidents. Par exemple, en 1972, un avion s'est écrasé dans les Andes. Une quarantaine de personnes se trouvaient à bord. Plusieurs moururent sur le coup, d'autres étaient blessées et moururent les jours suivants. D'autres furent tuées par une avalanche déclenchée tout près de l'avion. Finalement, il ne resta plus qu'un petit groupe de survivants. Les jours passèrent, les réserves de nourriture également. Dans ce désert glacé, il était impossible de trouver quoi que ce soit pour se nourrir. Peu à peu, les survivants comprirent qu'il ne restait plus qu'une solution.

Cette histoire n'est pas unique. Il y a eu d'autres cas semblables. Peu de temps après l'expédition dans les Andes, un avion canadien s'est écrasé dans les Territoires du Nord-Ouest. Pour survivre, le pilote dut se résigner lui aussi au cannibalisme. En 1979, un Cesna s'est écrasé. Deux des quatre personnes à bord furent tuées. Les deux autres personnes réussirent à survivre en mangeant de la chair humaine. C'est une décision très difficile à prendre. Seul l'instinct de survie peut faire agir ainsi.

En général, on ne condamne pas les personnes obligées à poser ces actes. On comprend qu'elles agissent ainsi parce qu'elles tiennent à vivre.

---

12. Le cannibalisme est pratiqué par ceux qui manquent de nourriture et aussi par:

6% 1. ceux qui veulent varier leur régime quotidien.
20% 2. ceux qui appartiennent aux tribus primitives seulement.
—60% 3. ceux qui participent aux cérémonies magiques et religieuses.
13% 4. ceux qui ne réussissent pas bien à la chasse.
1% *no response*

13. Qu'est-ce qui pousse les gens de nos jours à pratiquer le cannibalisme?

7% 1. le retour à la nature
72% 2. l'instinct de survie
17% 3. la croyance religieuse
4% 4. une forme de magie noire
1% *no response*

14. En lisant le texte, on a l'impression que l'auteur nous parle du cannibalisme comme:

12% 1. d'une coutume inacceptable dans les pays lointains.
10% 2. d'une pratique qui a eu lieu dans le passé seulement.
49% 3. d'un fait historique qui se répète dans le présent.
28% 4. d'un côté animal de l'être humain.
1% *no response*

Tire de la Collection Symphonie des cinq sens. Le Goût par Roseline Desforges. Reproduit sous l'autorisation de Les Publications Graficor, Boucherville, Québec.

15. Laquelle de ces quatre phrases exprime une opinion?

9% 1. Les "Bagesu" d'Afrique pratiquaient le cannibalisme envers des membres de leur tribu.
59% 2. Il y a très longtemps, tous les peuples ont probablement été cannibales à un moment ou l'autre.
18% 3. Cette tribu des îles Caraïbes n'a pas été le seul peuple cannibale du monde.
13% 4. Le climat, l'irrigation, la politique ou les guerres retardent ou accélèrent le développement de l'agriculture.
1% *no response*

16. Dans le cas de l'avion qui s'est écrasé dans les Andes en 1972, un groupe de passagers a survécu:

12% 1. en tuant des membres de leur propre groupe.
7% 2. en mangeant les membres d'une tribu des Andes.
76% 3. en mangeant ceux qui ont été tués dans l'accident.
5% 4. en mangeant des animaux de la région.
1% *no response*

17. Que veut dire le mot élevage dans la phrase suivante: "Selon certains historiens, les populations qui pratiquaient l'agriculture et l'élevage avaient très rarement recours au cannibalisme"?

17% 1. culture du lin
25% 2. cueillette de fruits
32% 3. chasse aux animaux
24% 4. soins des animaux
2% *no response*

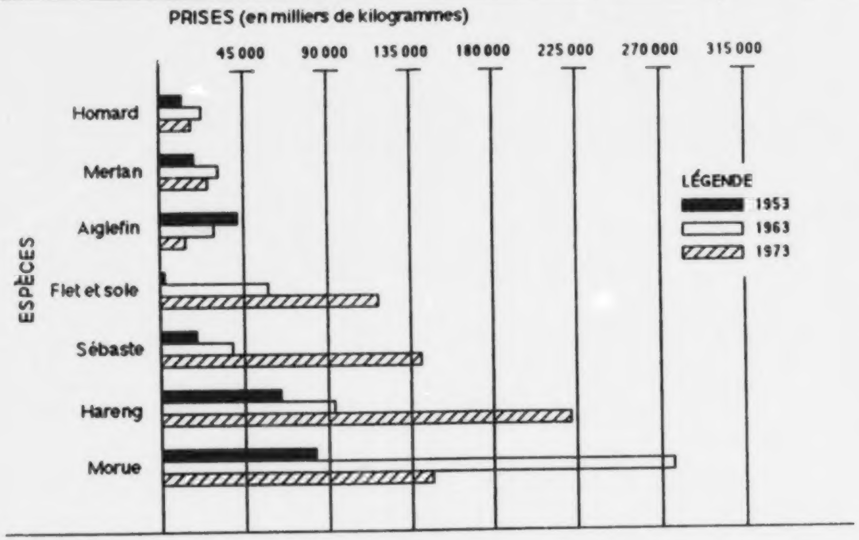
18. Que veut dire le mot chair dans la phrase suivante: "La chair n'était donc pas pour ces gens l'aliment principal et ils n'en consommaient pas dans le but de se nourrir"?

64% 1. substance des muscles de l'homme
6% 2. meuble trouvé dans une pièce
10% 3. substance hallucinante
18% 4. valeur de certaines choses
2% *no response*

RÉPONDEZ AUX QUESTIONS 19 À 21 EN UTILISANT LE GRAPHIQUE SUIVANT.

LA PÊCHE

IMPORTANCE DES PRISES SUR LA CÔTE ATLANTIQUE, 1953-73, PAR ESPÈCE



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19. Combien d'espèces de poissons ont dépassé en prises 135 000 milliers de kilogrammes?

4% 1. 1
3% 2. 2
65% 3. 3
27% 4. 4
1% no response

20. Combien d'espèces ont subi une réduction dans les prises entre 1963 et 1973?

7% 1. 2
36% 2. 3
49% 3. 4
6% 4. 5
2% no response

21. Quelle espèce a connu une diminution constante dans les prises entre 1953 et 1973?

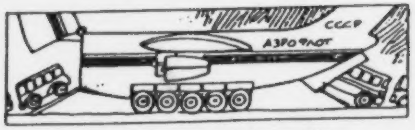
57% 1. l'aiglefin
25% 2. la morue
4% 3. le merlan
13% 4. le homard
1% no response

LE PLUS GROS AVION DU MONDE

Qu'est-ce qui est soviétique et qui peut emporter quarante éléphants à plus de 7 000 mètres d'altitude de l'Afrique au Québec?

Ce mastodonte volant, c'est l'Antonov 124, le plus gros avion du monde. Les Soviétiques lui ont donné le nom de "Rouslan", un preux chevalier de légende russe, tandis que les Américains l'appellent le Condor. L'Antonov 124 est aussi haut qu'une maison de quatre étages et presque aussi long qu'un terrain de football. Il possède une soute de 36 mètres de longueur. Il peut contenir 60 petites voitures avec leurs passagers et leurs bagages.

Depuis 1968, c'était le Galaxy C-5 américain qui détenait le record mondial. Cet avion de l'Armée de l'air sert au transport de troupes et de matériel de combat.



L'Antonov dispose de deux entrées pour engouffrer son chargement.

Les Russes destinent l'Antonov à des fins civiles et militaires. Ils veulent entre autres s'en servir comme "train volant" pour le développement des régions éloignées de Sibérie.

Les Américains ne s'avouent pas vaincus dans cette course au gigantisme! La compagnie McDonnel Douglas prépare le C-17, un monstre encore plus gros que l'Antonov 124.

On peut s'attendre à ce que les Russes répliquent, puis que les Américains ripostent à leur tour, etc., etc.!

Fiches techniques comparées

	C-5 Galaxy	Antonov 124
Mise en service	1968	1985
Nombre (prévus ou construits)	130	100
Propulsion (Turbo Réacteurs)	4 x 18,6 T	4 x 23,4 T
Envergure	68 m	73 m
Longueur	75 m	70 m
Hauteur	20 m	22 m
Charge maximale	100 tonnes	150 tonnes
Vitesse maximale	920 km/h	850 km/h
Altitude correspondante	7 600 m	12 000 m
Roulement à l'atterrissage	2 135 m	1 200 m
Roulement au décollage	680 m	850 m
Distance avec charge maximale	6 000 km	4 500 km
Distance à vide	13 000 km	16 000 km

Tiré de Je me Petit-Débrouille, No. 46, fév. 1986. Reproduit sous l'autorisation du Club des petits débrouillards
Conseil de développement du loisir scientifique, Montréal, Québec

22. À quoi sert l'Antonov 124?

18% 1. à transporter des passagers sur de longues distances
53% 2. à transporter de l'équipement, du matériel et des machines
22% 3. à emporter des éléphants de l'Afrique au Québec
6% 4. à faciliter l'exploration des régions minières et forestières
1% *no response*

23. Que veut dire le mot mastodonte dans la phrase suivante:
"Ce mastodonte volant, c'est l'Antonov 124"?

82% 1. machine gigantesque
4% 2. machine puissante
3% 3. machine rapide
11% 4. machine formidable
1% *no response*

24. Comment les Américains ont-ils baptisé l'Antonov 124?

13% 1. le "Train volant"
21% 2. le "Rouslan"
5% 3. le "Monstre"
60% 4. le "Condor"
1% *no response*

25. À quoi sert le Galaxy C-5 américain?

5% 1. à transporter des voitures américaines
10% 2. à battre un record mondial
81% 3. à transporter des soldats et des armes
1% 4. à faciliter le développement de la Sibérie
2% *no response*

26. Quelle est l'envergure de l'Antonov 124?

5% 1. 22 m
6% 2. 70 m
84% 3. 73 m
4% 4. 75 m
2% *no response*

27. Quelle est la différence de hauteur entre l'avion américain et l'avion russe?

79% 1. 2 m
5% 2. 3 m
5% 3. 4 m
9% 4. 5 m
2% *no response*

LISEZ LA CITATION ET LE PROVERBE SUIVANTS ET RÉPONDEZ AUX QUESTIONS 28 ET 29.

CITATION

"Écrire, c'est une façon de parler sans être interrompu."
J. Renard

PROVERBE

Des goûts et des couleurs
il ne faut pas disputer

28. Laquelle des quatre expressions suivantes s'associe le mieux à la citation?

18% 1. Un point fait à temps, en épargne cent.
56% 2. La parole est d'argent, le silence est d'or.
13% 3. Loin des yeux, loin du coeur.
12% 4. Mieux vaut tard que jamais.
2% *no response*

29. Laquelle des phrases suivantes s'associe le mieux avec le proverbe?

56% 1. Tout le monde a droit à ses opinions.
22% 2. Il faut accepter l'avis de la majorité.
10% 3. L'autorité a toujours raison.
10% 4. L'habit ne fait pas le moine.
2% *no response*

LISEZ LE TEXTE SUIVANT ET REPONDEZ AUX QUESTIONS 30 A 33.

JEU: TOUR DE TABLE

Matériel nécessaire:
Une cinquantaine de photographies ou d'illustrations d'objets.

Nombre de joueurs:
De 2 à 5 joueurs

Règles du jeu:

1. On divise également les illustrations entre les joueurs.
2. On détermine au hasard la personne qui commencera la partie et on continue ensuite dans le sens des aiguilles d'une montre.
3. Le premier joueur montre une de ses illustrations aux autres joueurs et la dépose de façon à cacher l'objet illustré.
4. Le joueur suivant nomme de mémoire le premier objet caché et montre à son tour une de ses illustrations.
5. Les joueurs suivants doivent toujours nommer en ordre tous les objets montrés par les joueurs précédents et ajouter chaque fois un objet nouveau.
6. Une erreur entraîne l'expulsion du joueur. Le jeu se poursuit jusqu'à ce qu'il ne reste qu'un joueur.

Variante:

Il est permis de changer les règles du jeu si tous les participants y consentent. Ainsi, par exemple, on peut accorder une chance à un joueur qui aurait un trou de mémoire. De plus, quand les joueurs sont devenus habiles en jouant avec des illustrations, ils peuvent les remplacer par des mots.

De l'extrait Tour de table, tiré du volume Mosaïque, tome I, manuel de l'élève, 1986 par Claire-Aline Leveque et Normand Tousignant. Reproduit sous l'autorisation des Éditions Beauchemin ltée, Montréal, Québec.

30. Qui commence le jeu?

16% 1. la personne qui distribue les illustrations
80% 2. la personne qui est choisie au hasard
3% 3. la personne qui est chef de groupe
1% 4. la personne qui a la meilleure mémoire
1% no response

31. Que doit faire le quatrième joueur?

9% 1. Il doit nommer la première illustration et la sienne.
8% 2. Il doit nommer une illustration au hasard.
21% 3. Il doit nommer l'illustration du troisième joueur.
60% 4. Il doit nommer les illustrations précédentes et la sienne.
1% no response

32. Selon le texte, quand est-il possible de varier les règles du jeu?

10% 1. quand les groupes changent
70% 2. quand les joueurs sont d'accord
4% 3. quand le professeur l'indique
15% 4. quand il y a trop de joueurs
1% no response

33. Que veut dire le mot accorder dans la phrase suivante: "On peut accorder une chance à un joueur"?

9% 1. manquer
10% 2. enlever
75% 3. donner
6% 4. soustraire
1% no response

FIN DE L'EXAMEN

Appendix E

Principal and Teacher Questionnaires

Prepared by the Student Assessment Branch

Principal Questionnaire Results - Early Immersion

38 questionnaires

1. How many years (including the present 1986-87 school year) have you been principal of an elementary school?

   Mean = 10.70
   S.D. = 6.58 **(37 responses)**
   Max = 27 **Min = 1**

2. How many years (including the present 1986-87 school year) have you been principal of a French Immersion school?

   Mean = 3.97
   S.D. = 2.91 **(38 responses)**
   Max = 13 **Min = 1**

3. Have you had in-service training for administering a French Immersion program?

   YES = 19 (50.0%) **NO = 17 (44.7%)** **NR = 2 (5.3%)**

4. For the French Immersion program in your school, please indicate the approximate number of minutes per week devoted to French language arts in the following grades:

Early Immersion

Grade	Number Minutes Per Week				
	N	**Mean**	**S.D.**	**Max**	**Min**
3	**33**	**475.5**	**262.8**	**1200**	**275**
4	**33**	**459.8**	**213.5**	**1125**	**275**
5	**30**	**440.8**	**198.8**	**1125**	**280**
6	**27**	**442.2**	**209.5**	**1125**	**280**
7	**22**	**456.8**	**242.4**	**1125**	**280**

5. For the French Immersion program in your school, please indicate the approximate percentage of the total instructional time in French in the following grades: (Include time spent on French language arts instruction.)

Early Immersion

Grade	Number Minutes Per Week				
	N	**Mean**	**S.D.**	**Max**	**Min**
3	**36**	**73.3**	**18.4**	**100**	**20**
4	**36**	**69.2**	**12.1**	**90**	**50**
5	**32**	**68.1**	**12.4**	**90**	**50**
6	**29**	**67.4**	**11.8**	**90**	**50**
7	**24**	**66.1**	**12.7**	**90**	**50**

6. Has your school or district developed a set of goals and objectives for the French Immersion reading program?

   YES = 16 (42.1%) **NO = 20 (52.6%)** **NR = 2 (5.3%)**

7. Is there any articulation between the French reading instruction given to the immersion students in your school and the English reading instruction they receive?

YES = 23 (60.5%) NO = 11 (28.9%) NR = 4 (10.5%)

8. The following are often considered important resources in support of a school's reading program. How satisfied are you with each of these resources as provided for the French Immersion and regular English programs in your school?

Scale: 1 = Very Satisfied; 2 = Satisfied; 3 = Undecided or Neutral;
4 = Dissatisfied; 5 = Very Dissatisfied; 7 = Not Provided; NR = No Response

French Immersion Program	1	2	3	4	5	7	NR
(a) reading consultant or specialist	2 (5.3%)	4 (10.5%)	3 (7.9%)	6 (15.8%)	1 (2.6%)	22 (57.9%)	0
(b) diagnostic and remedial services	6 (15.8%)	14 (36.8%)	6 (15.8%)	6 (15.8%)	3 (7.9%)	3 (7.9%)	0
(c) enrichment programs	2 (5.3%)	8 (21.1%)	5 (13.2%)	6 (15.8%)	2 (5.3%)	13 (34.2%)	2 (5.3%)
(d) supplementary reading materials	4 (10.5%)	15 (39.5%)	5 (13.2%)	13 (34.2%)	1 (2.6%)	0	0
(e) classroom or school library	6 (15.8%)	20 (52.6%)	3 (7.9%)	7 (18.4%)	2 (5.3%)	0	0
(f) teacher resource centre	4 (10.5%)	10 (26.3%)	7 (18.4%)	10 (26.3%)	2 (5.3%)	5 (13.2%)	0
(g) school testing program	2 (5.3%)	19 (50.0%)	3 (7.9%)	8 (21.1%)	3 (7.9%)	3 (7.9%)	0
(h) district testing program	2 (5.3%)	8 (21.1%)	5 (13.2%)	6 (15.8%)	3 (7.9%)	14 (36.8%)	0

Regular English Program	1	2	3	4	5	7	NR
(a) reading consultant or specialist	5 (13.1%)	12 (31.6%)	3 (7.9%)	3 (7.9%)	0	14 (36.8%)	1 (2.6%)
(b) diagnostic and remedial services	14 (36.8%)	20 (52.6%)	0	1 (2.6%)	0	2 (5.3%)	1 (2.6%)
(c) enrichment programs	6 (15.8%)	13 (34.2%)	10 (26.3%)	3 (7.9%)	0	3 (7.9%)	3 (7.9%)
(d) supplementary reading materials	9 (23.7%)	23 (60.5%)	3 (7.9%)	1 (2.6%)	0	1 (2.6%)	1 (2.6%)
(e) classroom or school library	11 (28.9%)	22 (57.9%)	1 (2.6%)	2 (5.3%)	0	1 (2.6%)	1 (2.6%)
(f) teacher resource centre	6 (15.8%)	21 (55.3%)	4 (10.5%)	3 (7.9%)	0	3 (7.9%)	1 (2.6%)
(g) school testing program	7 (18.4%)	26 (68.4%)	2 (5.3%)	0	0	2 (5.3%)	1 (2.6%)
(h) district testing program	5 (13.2%)	12 (31.6%)	8 (21.1%)	1 (2.6%)	1 (2.6%)	9 (23.7%)	2 (5.3%)

9. How important is each of the following techniques in the evaluation of reading achievement in the French immersion and regular English programs in your school?

Scale: 1 = Very Important; 2 = Moderately Important; 3 = Slightly Important;
4 = Unimportant; NR = No Response

French Immersion Program	1	2	3	4	NR
(a) standardized reading tests	6 (15.8%)	20 (52.6%)	8 (21.1%)	2 (5.3%)	2 (5.3%)
(b) teacher-made tests	23 (60.5%)	14 (36.8%)	1 (2.6%)	0	0
(c) checklists or rating scales	5 (13.2%)	18 (47.4%)	7 (18.4%)	8 (21.1%)	0
(d) teacher observations of student performance	32 (84.2%)	6 (15.8%)	0	0	0

Regular English Program	1	2	3	4	NR
(a) standardized reading tests	7 (18.4%)	25 (65.8%)	5 (13.2%)	0	1 (2.6%)
(b) teacher-made tests	22 (57.9%)	14 (36.8%)	1 (2.6%)	0	1 (2.6%)
(c) checklists or rating scales	5 (13.2%)	15 (39.5%)	9 (23.7%)	6 (15.8%)	3 (7.9%)
(d) teacher observations of student performance	31 (81.6%)	6 (15.8%)	0	0	1 (2.6%)

Principal Questionnaire Results - Late Immersion

19 questionnaires (includes five with both early and late immersion)
The five questionnaires with both early and late immersion were not included in the results for early immersion.

1. How many years (including the present 1986-87 school year) have you been principal of an elementary school?

   Mean = 10.82
   S.D. = 7.23 **(17 responses)**
   Max = 31 Min = 2

2. How many years (including the present 1986-87 school year) have you been principal of a French Immersion school?

   Mean = 3.39
   S.D. = 2.06 **(18 responses)**
   Max = 7 Min = 1

3. Have you had in-service training for administering a French Immersion program?

   YES = 9 (47.4%) **NO = 10 (52.6%)**

4. For the French Immersion program in your school, please indicate the approximate number of minutes per week devoted to French language arts in the following grades:

Early Immersion

Grade		Number Minutes Per Week			
	N	**Mean**	**S.D.**	**Max**	**Min**
3	4	362.5	125.0	550	300
4	3	465.0	142.9	550	300
5	3	406.7	129.0	550	300
6	3	386.7	141.5	550	300
7	4	378.75	115.2	550	300

Late Immersion

Grade		Number Minutes Per Week			
	N	**Mean**	**S.D.**	**Max**	**Min**
6	13	686.9	406.7	1500	300
7	17	511.2	282.0	1020	200

5. For the French Immersion program in your school, please indicate the approximate percentage of the total instructional time in French in the following grades: (Include time spent on French language arts instruction.)

Early Immersion

Grade		Percentage of Instructional Time in French			
	N	**Mean**	**S.D.**	**Max**	**Min**
3	5	69.0	24.6	80	25
4	4	74.5	11.0	80	58
5	4	74.5	11.0	80	58
6	3	72.7	12.7	80	58
7	3	59.3	20.0	80	40

Late Immersion

Grade		Percentage of Instructional Time in French			
	N	**Mean**	**S.D.**	**Max**	**Min**
6	17	95.3	9.33	100	70
7	18	78.5	8.94	98	57

6. Has your school or district developed a set of goals and objectives for the French Immersion reading program?

   YES = 8 (42.1%) **NO = 10 (52.6%)** **NR = 1 (5.3%)**

7. Is there any articulation between the French reading instruction given to the immersion students in your school and the English reading instruction they receive?

YES = 11 (57.9%)   NO = 6 (31.6%)   NR = 2 (10.5%)

8. The following are often considered important resources in support of a school's reading program. How satisfied are you with each of these resources as provided for the French Immersion and regular English programs in your school?

Scale: 1 = Very Satisfied; 2 = Satisfied; 3 = Undecided or Neutral;
4 = Dissatisfied; 5 = Very Dissatisfied; 7 = Not Provided; NR = No Response

French Immersion Program	1	2	3	4	5	7	NR
(a) reading consultant or specialist	1 (5.3%)	2 (10.5%)	0	0	0	14 (73.7%)	2 (10.5%)
(b) diagnostic and remedial services	2 (10.5%)	3 (15.8%)	2 (10.5%)	2 (10.5%)	1 (5.3%)	7 (36.8%)	2 (10.5%)
(c) enrichment programs	1 (5.3%)	2 (10.5%)	1 (5.3%)	4 (21.1%)	0	9 (47.4%)	2 (10.5%)
(d) supplementary reading materials	1 (5.3%)	11 (57.9%)	1 (5.3%)	4 (21.1%)	1 (5.3%)	0	1 (5.3%)
(e) classroom or school library	2 (10.5%)	12 (63.2%)	1 (5.3%)	1 (5.3%)	2 (10.5%)	0	1 (5.3%)
(f) teacher resource centre	2 (10.5%)	7 (36.8%)	2 (10.5%)	1 (5.3%)	1 (5.3%)	4 (21.1%)	2 (10.5%)
(g) school testing program	1 (5.3%)	7 (36.8%)	2 (10.5%)	2 (10.5%)	1 (5.3%)	4 (21.1%)	2 (10.5%)
(h) district testing program	1 (5.3%)	1 (5.3%)	1 (5.3%)	1 (5.3%)	1 (5.3%)	12 (63.2%)	2 (10.5%)

Regular English Program	1	2	3	4	5	7	NR
(a) reading consultant or specialist	2 (10.5%)	6 (31.6%)	2 (10.5%)	0	0	8 (42.1%)	1 (5.3%)
(b) diagnostic and remedial services	8 (42.1%)	6 (31.6%)	1 (5.3%)	1 (5.3%)	1 (5.3%)	1 (5.3%)	1 (5.3%)
(c) enrichment programs	4 (21.1%)	5 (26.3%)	2 (10.5%)	3 (15.8%)	1 (5.3%)	2 (10.5%)	2 (10.5%)
(d) supplementary reading materials	5 (26.3%)	9 (47.4%)	4 (21.1%)	0	0	0	1 (5.3%)
(e) classroom or school library	6 (31.6%)	8 (42.1%)	0	3 (15.8%)	1 (5.3%)	0	1 (5.3%)
(f) teacher resource centre	4 (21.1%)	8 (42.1%)	5 (26.3%)	1 (5.3%)	0	0	1 (5.3%)
(g) school testing program	2 (10.5%)	12 (63.2%)	0	2 10.5%)	1 (5.3%)	0	2 (10.5%)
(h) district testing program	1 (5.3%)	5 (26.3%)	4 (21.1%)	3 (15.8%)	1 (5.3%)	3 (15.8%)	2 (10.5%)

9. How important is each of the following techniques in the evaluation of reading achievement in the French immersion and regular English programs in your school?

Scale: 1 = Very Important; 2 = Moderately Important; 3 = Slightly Important;
4 = Unimportant; NR = No Response

French Immersion Program	1	2	3	4	NR
(a) standardized reading tests	5 (26.3%)	5 (26.3%)	2 (10.5%)	6 (31.6%)	1 (5.3%)
(b) teacher-made tests	16 (84.2%)	2 (10.5%)	0	0	1 (5.3%)
(c) checklists or rating scales	4 (21.1%)	4 (21.1%)	5 (26.3%)	3 (15.8%)	3 (15.8%)
(d) teacher observations of student performance	18 (94.7%)	0	0	0	1 (5.3%)

Regular English Program	1	2	3	4	NR
(a) standardized reading tests	8 (42.1%)	8 (42.1%)	1 (5.3%)	1 (5.3%)	1 (5.3%)
(b) teacher-made tests	16 (84.2%)	1 (5.3%)	1 (5.3%)	0	1 (5.3%)
(c) checklists or rating scales	3 (15.8%)	6 (31.6%)	5 (26.3%)	2 (10.5%)	3 (15.8%)
(d) teacher observations of student performance	18 (94.7%)	0	0	0	1 (5.3%)

Teacher Questionnaire Results: Grade 4

NOTE: Teachers responded to the French-language version of this questionnaire. (See page 216.)

INSTRUCTIONS: This questionnaire has been developed for grades 4 and 7 French Immersion classroom teachers. If you teach a split class, only fill out this questionnaire with respect to either the grade 4 or 7 students that you teach.

52 questionnaires

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1. (a) How many years (including the present 1986-87 school year) have you been teaching elementary school?

1 year or less	11 (21.2%)	6-7 years	7 (13.5%)
2-3 years	15 (28.8%)	8-9 years	4 (7.7%)
4-5 years	5 (9.6%)	10 years or more	10 (19.2%)

(b) How many years (including the present 1986-87 school year) have you been teaching in a French immersion program?

1 year or less	11 (21.2%)	6-7 years	8 (15.4%)
2-3 years	20 (38.5%)	8-9 years	5 (9.6%)
4-5 years	6 (11.5%)	10 years or more	2 (3.8%)

2. (a) What training have you had for teaching reading in a French immersion program:

during your teacher certification training?		since your teacher certification training?	
credit courses	25 (48.1%)	credit courses	6 (11.5%)
non-credit courses	3 (5.8%)	non-credit courses	6 (11.5%)
workshops	20 (38.5%)	workshops	35 (67.3%)
other	4 (7.7%)	other	6 (11.5%)

(b) What training have you had for teaching reading in other kinds of programs (e.g., programs for native English- or French-speaking students or for second-language students)?

credit courses	33 (63.5%)
non-credit courses	9 (17.3%)
workshops	24 (46.1%)
other	5 (9.6%)

3. Are the following services available to the immersion program in your school:

		YES	NO	No Response
(a)	counsellor or reading specialist?	9 (17.3%)	38 (73.1%)	5 (9.6%)
(b)	diagnostic services and/or learning assistance?	44 (84.6%)	7 (13.5%)	1 (1.9%)
(c)	enrichment programs?	13 (25.0%)	35 (67.3%)	4 (7.7%)

4. (a) How many students in your class receive remedial assistance in French reading?

none	18 (34.6%)	3-4 students	13 (25.0%)
1-2 students	19 (36.5%)	5 students or more	2 (3.8%)

(b) How many students in your class receive enrichment in French reading?

none	41 (78.8%)	3-4 students	4 (7.7%)
1-2 students	1 (1.9%)	5 students or more	4 (7.7%)
		no response	2 (3.8%)

5. The following are often considered important resources in support of a school's reading program. How satisfied are you with each of these French resources as provided for your immersion class?

Scale: 1 = Very Satisfied; 2 = Satisfied; 3 = Undecided or Neutral; 4 = Dissatisfied; 5 = Very Dissatisfied; 7 = Not Provided; NR = No Response

	1	2	3	4	5	7	NR
(a) supplementary reading material	2 (3.8%)	27 (51.9%)	8 (15.4%)	12 (23.1%)	2 (3.8%)	0	1 (1.9%)
(b) school or class library	3 (5.8%)	23 (44.2%)	10 (19.2%)	15 (28.8%)	1 (1.9%)	0	0
(c) teacher resource centre	4 (7.7%)	13 (25.0%)	9 (17.3%)	17 (32.7%)	5 (9.6%)	3 (5.8%)	1 (1.9%)
(d) program evaluation at the school level	0	12 (23.1%)	12 (23.1%)	8 (15.4%)	6 (11.5%)	11 (21.2%)	3 (5.8%)
(e) program evaluation at the district level	0	10 (19.2%)	10 (19.2%)	11 (21.2%)	5 (9.6%)	12 (23.1%)	4 (7.7%)
(f) workshops on teaching reading	0	8 (15.4%)	13 (25.0%)	21 (40.4%)	2 (3.8%)	7 (13.5%)	1 (1.9%)
(g) other	1 (1.9%)	0	0	1 (1.9%)	1 (1.9%)	0	49 (94.2%)

6. Have you ever received any formal guidance or orientation workshops for using the following prescribed reading material:

	YES	NO	No Response
(a) La lecture sous toutes ses formes?	10 (19.2%)	37 (71.2%)	5 (9.6%)
(b) Piloé?	27 (51.9%)	25 (48.1%)	0
(c) novels prescribed by the Ministry?	14 (26.9%)	33 (63.5%)	5 (9.6%)

7. How important is each of the following reading series or materials in your French reading instruction?

Scale: 1 = Very Important; 2 = Moderately Important; 3 = Slightly Important;
4 = Unimportant; NR = No Response

	1	2	3	4	NR
(a) La Lecture sous toutes ses formes	10 (19.2%)	24 (46.2%)	7 (13.5%)	8 (15.4%)	3 (5.8%)
(b) Piloé	5 (9.6%)	20 (38.5%)	17 (32.7%)	8 (15.4%)	2 (3.8%)
(c) novels prescribed by the Ministry	15 (28.8%)	28 (53.8%)	6 (11.5%)	1 (1.9%)	2 (3.8%)
(d) other reading series or materials (2 e.g.'s)	11 (21.2%)	17 (32.7%)	1 (1.9%)	0	23 (44.2%)
	7 (13.5%)	10 (19.2%)	0	0	35 (67.3%)

8. How satisfied are you with the following aspects of La Lecture sous toutes ses formes?

Scale: 1 = Very Satisfied; 2 = Satisfied; 3 = Undecided or Neutral;
4 = Dissatisfied; 5 = Very Dissatisfied; NR = No Response

	1	2	3	4	5	NR
(a) the linguistic level of the reading materials	7 (13.5%)	24 (46.2%)	6 (11.5%)	10 (19.2%)	0	5 (9.6%)
(b) the content	4 (7.7%)	25 (48.1%)	10 (19.2%)	7 (13.5%)	0	6 (11.5%)
(c) the level of interest	1 (1.9%)	27 (51.9%)	7 (13.5%)	11 (21.2%)	0	6 (11.5%)
(d) the variety	7 (13.5%)	22 (42.3%)	12 (23.1%)	4 (7.7%)	1 (1.9%)	6 (11.5%)
(e) the ease of using the program	13 (25.0%)	13 (25.0%)	10 (19.2%)	11 (21.2%)	0	5 (9.6%)

9. How satisfied are you with the following aspects of Piloé?

Scale: 1 = Very Satisfied; 2 = Satisfied; 3 = Undecided or Neutral;
4 = Dissatisfied; 5 = Very Dissatisfied; NR = No Response

	1	2	3	4	5	NR
(a) the linguistic level of the reading materials	0	20 (38.5%)	6 (11.5%)	17 (32.7%)	5 (9.6%)	4 (7.7%)
(b) the content	8 (15.4%)	25 (48.1%)	11 (21.2%)	3 (5.8%)	1 (1.9%)	4 (7.7%)
(c) the level of interest	10 (19.2%)	24 (46.2%)	8 (15.4%)	4 (7.7%)	1 (1.9%)	5 (9.6%)
(d) the variety	13 (25.0%)	24 (46.2%)	9 (17.3%)	2 (3.8%)	0	4 (7.7%)
(e) the content of the practical work	1 (1.9%)	8 (15.4%)	16 (30.8%)	14 (26.9%)	10 (19.2%)	3 (5.8%)
(f) the ease of using the program	1 (1.9%)	7 (13.5%)	11 (21.2%)	20 (38.5%)	10 (19.2%)	3 (5.8%)

10. How satisfied are you with the novels prescribed by the Ministry for the immersion grade in which you teach?

Scale: 1 = Very Satisfied; 2 = Satisfied; 3 = Undecided or Neutral;
4 = Dissatisfied; 5 = Very Dissatisfied; NR = No Response

	1	2	3	4	5	NR
(a) Emilie, la baignoire à pattes	16 (30.8%)	26 (50.0%)	6 (11.5%)	2 (3.8%)	0	2 (3.8%)
(b) La Maison tête de pioche	9 (17.3%)	20 (38.5%)	7 (13.5%)	4 (7.7%)	0	12 (23.1%)
(c) Une boîte magique très embêtante	7 (13.5%)	11 (21.2%)	12 (23.1%)	4 (7.7%)	1 (1.9%)	17 (32.7%)
(d) Plumeneige	8 (15.4%)	19 (36.5%)	6 (11.5%)	5 (9.6%)	1 (1.9%)	13 (25.0%)
(e) Les Mots . . . de Picotine	5 (9.6%)	16 (30.8%)	7 (13.5%)	7 (13.5%)	2 (3.8%)	15 (28.8%)

11. Excluding the Ministry prescribed reading materials, how satisfied are you with the materials available to you for teaching reading to French immersion students?

Very Satisfied	3 (5.8%)
Satisfied	24 (46.2%)
Undecided or Neutral	6 (11.5%)
Dissatisfied	15 (28.8%)
Very Dissatisfied	0
No Response	4 (7.7%)

Average Score for 48 responses = 3.31
S.D. = 0.99

12. Have you taken any measures to integrate the French reading instruction given to your class with the instruction they receive in the following areas:

	YES	NO	No Response
(a) French writing?	48 (92.3%)	2 (3.8%)	2 (3.8%)
(b) French speaking and listening comprehension?	47 (90.4%)	2 (3.8%)	3 (5.8%)
(c) Other subjects taught in French (e.g., social studies, science)?	46 (88.5%)	3 (5.8%)	3 (5.8%)

13. Does another teacher teach English reading to your class?

YES 30 (57.7%) NO 22 (42.3%)

14. How often do you use the following instructional approaches in teaching French reading to your immersion class?

	Percentage of Time				
	75-100%	26-74%	1-25%	Never	NR
(a) reading aloud by the teacher	2 (3.8%)	10 (19.2%)	40 (76.9%)	0	0
(b) reading aloud by the student	4 (7.7%)	16 (30.8%)	32 (61.5%)	0	0
(c) group discussion	5 (9.6%)	25 (48.1%)	22 (42.3%)	0	0
(d) workbooks/skills sheets	3 (5.8%)	19 (36.5%)	29 (55.8%)	0	1 (1.9%)
(e) independent reading	3 (5.8%)	22 (42.3%)	25 (48.1%)	2 (3.8%)	0
(f) summary of texts (oral and written)	3 (5.8%)	15 (28.8%)	32 (61.5%)	1 (1.9%)	1 (1.9%)
(g) other	3 (5.8%)	4 (7.7%)	5 (9.6%)	2 (3.8%)	38 (73.1%)

15. How important is each of the following criteria in determining your final evaluation in a student's progress in reading?

Scale: 1 = Very Important; 2 = Moderately Important; 3 = Slightly Important;
4 = Unimportant; NR = No Response

	1	2	3	4	NR
(a) French standardized reading tests	4 (7.7%)	29 (55.8%)	10 (19.2%)	4 (7.7%)	5 (9.6%)
(b) teacher-made tests	13 (25.0%)	30 (57.7%)	3 (5.8%)	0	6 (11.5%)
(c) rating scales	7 (13.5%)	20 (38.5%)	15 (28.8%)	3 (5.8%)	7 (13.5%)
(d) teacher observations of student performance	34 (65.4%)	15 (28.8%)	0	0	3 (5.8%)
(e) student assignments	30 (57.7%)	20 (38.5%)	1 (1.9%)	0	1 (1.9%)
(f) student interest in reading	26 (50.0%)	21 (40.4%)	4 (7.7%)	0	1 (1.9%)
(g) other	1 (1.9%)	0	0	0	51 (98.1%)

Teacher Questionnaire Results: Grade 7 - Early Immersion

NOTE: **Teachers responded to the French-language version of this questionnaire.** (See page 216.)

INSTRUCTIONS: **This questionnaire has been developed for grades 4 and 7 French Immersion classroom teachers. If you teach a split class, only fill out this questionnaire with respect to either the grade 4 or 7 students that you teach.**

22 questionnaires

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1. (a) How many years (including the present 1986-87 school year) have you been teaching elementary school?

1 year or less	3 (13.6%)	6-7 years	4 (18.2%)
2-3 years	8 (36.4%)	8-9 years	3 (13.6%)
4-5 years	1 (4.5%)	10 years or more	3 (13.6%)

(b) How many years (including the present 1986-87 school year) have you been teaching in a French immersion program?

1 year or less	4 (18.2%)	6-7 years	4 (18.2%)
2-3 years	8 (36.4%)	8-9 years	3 (13.6%)
4-5 years	2 (9.1%)	10 years or more	1 (4.5%)

2. (a) What training have you had for teaching reading in a French immersion program:

during your teacher certification training?		since your teacher certification training?	
credit courses	12 (54.5%)	credit courses	3 (13.6%)
non-credit courses	0	non-credit courses	0
workshops	7 (31.8%)	workshops	15 (68.2%)
other	1 (4.5%)	other	2 (9.1%)

(b) What training have you had for teaching reading in other kinds of programs (e.g., programs for native English- or French-speaking students or for second-language students)?

credit courses	14 (63.6%)
non-credit courses	1 (4.5%)
workshops	8 (36.4%)
other	0

3. Are the following services available to the immersion program in your school:

	YES	NO	No Response
(a) counsellor or reading specialist?	1 (4.5%)	19 (86.4%)	2 (9.1%)
(b) diagnostic services and/or learning assistance?	17 (77.3%)	5 (22.7%)	
(c) enrichment programs?	9 (40.9%)	12 (54.5%)	1 (4.5%)

4. (a) How many students in your class receive remedial assistance in French reading?

none	16 (72.7%)	3-4 students	1 (4.5%)
1-2 students	4 (18.2%)	5 students or more	1 (4.5%)

(b) How many students in your class receive enrichment in French reading?

none	17 (77.3%)	3-4 students	3 (13.6%)
1-2 students	0 (0.0%)	5 students or more	1 (4.5%)
		no response	1 (4.5%)

5. The following are often considered important resources in support of a school's reading program. How satisfied are you with each of these French resources as provided for your immersion class?

Scale: 1 = Very Satisfied; 2 = Satisfied; 3 = Undecided or Neutral; 4 = Dissatisfied; 5 = Very Dissatisfied; 7 = Not Provided; NR = No Response

	1	2	3	4	5	7	NR
(a) supplementary reading material	2 (9.1%)	5 (22.7%)	5 (22.7%)	6 (27.3%)	1 (4.5%)	1 (4.5%)	2 (9.1%)
(b) school or class library	1 (4.5%)	8 (36.4%)	3 (13.6%)	7 (31.8%)	3 (13.6%)	0	0
(c) teacher resource centre	3 (13.6%)	5 (22.7%)	6 (27.3%)	5 (22.7%)	1 (4.5%)	2 (9.1%)	0
(d) program evaluation at the school level	2 (9.1%)	3 (13.6%)	7 (31.8%)	4 (18.2%)	2 (9.1%)	3 (13.6%)	1 (4.5%)
(e) program evaluation at the district level	1 (4.5%)	2 (9.1%)	8 (36.4%)	7 (31.8%)	1 (4.5%)	2 (9.1%)	1 (4.5%)
(f) workshops on teaching reading	0	5 (22.7%)	5 (22.7%)	5 (22.7%)	1 (4.5%)	5 (22.7%)	1 (4.5%)
(g) other	0	0	2 (9.1%)	0	0	0	20 (90.0%)

6. Have you ever received any formal guidance or orientation workshops for using the following prescribed reading material:

	YES	NO	No Response
(a) La lecture sous toutes ses formes?	3 (13.6%)	17 (77.3%)	2 (9.1%)
(b) Piloé?	14 (63.6%)	8 (36.4%)	0
(c) novels prescribed by the Ministry?	7 (31.8%)	15 (68.2%)	0

7. How important is each of the following reading series or materials in your French reading instruction?

Scale: 1 = Very Important; 2 = Moderately Important; 3 = Slightly Important;
4 = Unimportant; NR = No Response

	1	2	3	4	NR
(a) La Lecture sous toutes ses formes	4 (18.2%)	9 (40.9%)	2 (9.1%)	3 (13.6%)	4 (18.2%)
(b) Piloé	3 (13.6%)	12 (54.5%)	3 (13.6%)	3 (13.6%)	1 (4.5%)
(c) novels prescribed by the Ministry	9 (40.9%)	8 (36.4%)	3 (13.6%)	1 (4.5%)	1 (4.5%)
(d) other reading series or materials (2 e.g.'s)	7 (31.8%)	5 (22.7%)	1 (4.5%)	0	9 (40.9%)
	4 (18.2%)	2 (9.1%)	0	0	16 (72.7%)

8. How satisfied are you with the following aspects of La Lecture sous toutes ses formes?

Scale: 1 = Very Satisfied; 2 = Satisfied; 3 = Undecided or Neutral;
4 = Dissatisfied; 5 = Very Dissatisfied; NR = No Response

	1	2	3	4	5	NR
(a) the linguistic level of the reading materials	3 (13.6%)	8 (36.4%)	3 (13.6%)	2 (9.1%)	1 (4.5%)	5 (22.7%)
(b) the content	3 (13.6%)	8 (36.4%)	5 (22.7%)	1 (4.5%)	0	5 (22.7%)
(c) the level of interest	1 (4.5%)	6 (27.3%)	5 (22.7%)	4 (18.2%)	1 (4.5%)	5 (22.7%)
(d) the variety	4 (18.2%)	9 (40.9%)	4 (18.2%)	0	0	5 (22.7%)
(e) the ease of using the program	2 (9.1%)	10 (45.5%)	4 (18.2%)	1 (4.5%)	0	5 (22.7%)

9. How satisfied are you with the following aspects of Piloé?

Scale: 1 = Very Satisfied; 2 = Satisfied; 3 = Undecided or Neutral;
4 = Dissatisfied; 5 = Very Dissatisfied; NR = No Response

	1	2	3	4	5	NR
(a) the linguistic level of the reading materials	3 (13.6%)	7 (31.8%)	3 (13.6%)	4 (18.2%)	2 (9.1%)	9 (13.6%)
(b) the content	5 (22.7%)	8 (36.4%)	3 (13.6%)	2 (9.1%)	1 (4.5%)	3 (13.6%)
(c) the level of interest	4 (18.2%)	8 (36.4%)	1 (4.5%)	3 (13.6%)	2 (9.1%)	4 (18.2%)
(d) the variety	6 (27.3%)	11 (50.0%)	2 (9.1%)	0	0	3 (13.6%)
(e) the content of the practical work	1 (4.5%)	4 (18.2%)	3 (13.6%)	4 (18.2%)	7 (31.8%)	3 (13.6%)
(f) the ease of using the program	2 (9.1%)	1 (4.5%)	2 (9.1%)	8 (36.4%)	6 (27.3%)	3 (13.6%)

10. How satisfied are you with the novels prescribed by the Ministry for the immersion grade in which you teach?

Scale: 1 = Very Satisfied; 2 = Satisfied; 3 = Undecided or Neutral;
4 = Dissatisfied; 5 = Very Dissatisfied; NR = No Response

	1	2	3	4	5	NR
(a) Surréal 3000	4 (18.2%)	7 (31.8%)	4 (18.2%)	5 (22.7%)	0	2 (9.1%)
(b) Le Club des curieux	3 (13.6%)	8 (36.4%)	3 (13.6%)	3 (13.6%)	0	5 (22.7%)
(c) Le Garçon au cerf-volant	0	9 (40.9%)	5 (22.7%)	2 (9.1%)	1 (4.5%)	5 (22.7%)
(d) Le Mystère du grenier	4 (18.2%)	5 (22.7%)	5 (22.7%)	2 (9.1%)	0	6 (27.3%)

11. Excluding the Ministry prescribed reading materials, how satisfied are you with the materials available to you for teaching reading to French immersion students?

Very Satisfied	1 (4.5%)
Satisfied	8 (36.4%)
Undecided or Neutral	2 (9.1%)
Dissatisfied	10 (45.5%)
Very Dissatisfied	1 (4.5%)

12. Have you taken any measures to integrate the French reading instruction given to your class with the instruction they receive in the following areas:

	YES	NO	No Response
(a) French writing?	22 (100%)	0	0
(b) French speaking and listening comprehension?	21 (95.5%)	0	1 (4.5%)
(c) Other subjects taught in French (e.g., social studies, science)?	16 (72.7%)	4 (18.2%)	2 (9.1%)

13. Does another teacher teach English reading to your class?

YES 17 (77.3%) NO 5 (22.7%)

14. How often do you use the following instructional approaches in teaching French reading to your immersion class?

	Percentage of Time				
	75-100%	**26-74%**	**1-25%**	**Never**	**NR**
(a) reading aloud by the teacher	0	6 (27.3%)	16 (72.7%)	0	0
(b) reading aloud by the student	1 (4.5%)	6 (27.3%)	14 (63.6%)	1 (4.5%)	0
(c) group discussion	4 (18.2%)	15 (68.2%)	3 (13.6%)	0	0
(d) workbooks/skills sheets	1 (4.5%)	11 (50.0%)	7 (31.8%)	2 (9.1%)	1 (4.5%)
(e) independent reading	3 (13.6%)	12 (54.5%)	7 (31.8%)	0	0
(f) summary of texts (oral and written)	2 (9.1%)	9 (40.9%)	11 (50.0%)	0	0
(g) other	0	2 (9.1%)	1 (4.5%)	0	19 (86.4%)

15. How important is each of the following criteria in determining your final evaluation of a student's progress in reading?

Scale: 1 = Very Important; 2 = Moderately Important; 3 = Slightly Important;
4 = Unimportant; NR = No Response

	1	**2**	**3**	**4**	**NR**
(a) French standardized reading tests	2 (9.1%)	9 (40.9%)	7 (31.8%)	2 (9.1%)	2 (9.1%)
(b) teacher-made tests	9 (40.9%)	12 (54.5%)	1 (4.5%)	0	0
(c) rating scales	1 (4.5%)	9 (40.9%)	8 (36.4%)	2 (9.1%)	2 (9.1%)
(d) teacher observations of student performance	16 (72.7%)	5 (22.7%)	1 (4.5%)	0	0
(e) student assignments	14 (63.6%)	8 (36.4%)	0	0	0
(f) student interest in reading	10 (45.5%)	11 (50.0%)	1 (4.5%)	0	0

Teacher Questionnaire Results: Grade 7 - Late Immersion

NOTE: Teachers responded to the French-language version of this questionnaire. (See page 216.)

INSTRUCTIONS: This questionnaire has been developed for grades 4 and 7 French Immersion classroom teachers. If you teach a split class, only fill out this questionnaire with respect to either the grade 4 or 7 students that you teach.

22 questionnaires

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1. (a) How many years (including the present 1986-87 school year) have you been teaching elementary school?

1 year or less	5 (22.7%)	6-7 years	2 (9.1%)
2-3 years	6 (27.3%)	8-9 years	1 (4.5%)
4-5 years	6 (27.3%)	10 years or more	2 (9.1%)

(b) How many years (including the present 1986-87 school year) have you been teaching in a French immersion program?

1 year or less	5 (22.7%)	6-7 years	0
2-3 years	8 (36.4%)	8-9 years	0
4-5 years	8 (36.4%)	10 years or more	1 (4.5%)

2. (a) What training have you had for teaching reading in a French Immersion program:

during your teacher certification training?		since your teacher certification training?	
credit courses	11 (50.0%)	credit courses	4 (18.2%)
non-credit courses	2 (9.1%)	non-credit courses	0 (0%)
workshops	8 (36.4%)	workshops	12 (54.5%)
other	2 (9.1%)	other	2 (9.1%)

(b) What training have you had for teaching reading in other kinds of programs (e.g., programs for native English- or French-speaking students or for second-language students)?

credit courses	12 (54.5%)
non-credit courses	1 (4.5%)
workshops	9 (40.9%)
other	2 (9.1%)

3. Are the following services available to the immersion program in your school:

		YES	NO
(a)	counsellor or reading specialist?	1 (4.5%)	21 (95.5%)
(b)	diagnostic services and/or learning assistance?	4 (18.2%)	18 (81.8%)
(c)	enrichment programs?	2 (9.1%)	20 (90.9%)

4. (a) How many students in your class receive remedial assistance in French reading?

none	18 (81.8%)	3-4 students	1 (4.5%)
1-2 students	2 (9.1%)	5 students or more	0
		No Response	1 (4.5%)

(b) How many students in your class receive enrichment in French reading?

none	20 (90.9%)	3-4 students	0
1-2 students	0	5 students or more	1 (4.5%)
		No Response	1 (4.5%)

5. The following are often considered important resources in support of a school's reading program. How satisfied are you with each of these French resources as provided for your immersion class?

Scale: 1 = Very Satisfied; 2 = Satisfied; 3 = Undecided or Neutral;
4 = Dissatisfied; 5 = Very Dissatisfied; 7 = Not Provided; NR = No Response

		1	2	3	4	5	7	NR
(a)	supplementary reading material	1 (4.5%)	10 (45.5%)	3 (13.6%)	5 (22.7%)	3 (13.6%)	0	0
(b)	school or class library	2 (9.1%)	9 (40.9%)	3 (13.6%)	6 (27.3%)	2 (9.1%)	0	0
(c)	teacher resource centre	0	9 (40.9%)	2 (9.1%)	3 (13.6%)	4 (18.2%)	4 (18.2%)	0
(d)	program evaluation at the school level	0	7 (31.8%)	3 (13.6%)	3 (13.6%)	1 (4.5%)	8 (36.4%)	0
(e)	program evaluation at the district level	0	3 (13.6%)	6 (27.3%)	2 (9.1%)	1 (4.5%)	9 (40.9%)	1 (4.5%)
(f)	workshops on teaching reading	0	4 (18.2%)	4 (18.2%)	5 (22.7%)	1 (4.5%)	7 (31.8%)	1 (4.5%)

6. Have you ever received any formal guidance or orientation workshops for using the following prescribed reading material:

		YES	NO	No Response
(a)	La lecture sous toutes ses formes?	1 (4.5%)	17 (77.3%)	4 (18.2%)
(b)	Piloé?	6 (27.3%)	13 (59.1%)	3 (13.6%)
(c)	novels prescribed by the Ministry?	7 (31.8%)	12 (54.5%)	3 (13.6%)

7. How important is each of the following reading series or materials in your French reading instruction?

Scale: 1 = Very Important; 2 = Moderately Important; 3 = Slightly Important;
4 = Unimportant; NR = No Response

	1	2	3	4	NR
(a) La Lecture sous toutes ses formes	2 (9.1%)	4 (18.2%)	0	9 (40.9%)	7 (31.8%)
(b) Piloé	0	2 (9.1%)	2 (9.1%)	10 (45.5%)	8 (36.4%)
(c) novels prescribed by the Ministry	13 (59.1%)	6 (27.3%)	0	0	3 (13.6%)
(d) other reading series or materials (2 e.g.'s)	4 (18.2%)	4 (18.2%)	0	0	14 (63.6%)
	2 (9.1%)	3 (13.6%)	0	0	17 (77.3%)

8. How satisfied are you with the following aspects of La Lecture sous toutes ses formes?

Scale: 1 = Very Satisfied; 2 = Satisfied; 3 = Undecided or Neutral;
4 = Dissatisfied; 5 = Very Dissatisfied; NR = No Response

	1	2	3	4	5	NR
(a) the linguistic level of the reading materials	1 (4.5%)	6 (27.3%)	1 (4.5%)	0	1 (4.5%)	13 (59.1%)
(b) the content	1 (4.5%)	4 (18.2%)	1 (4.5%)	2 (9.1%)	1 (4.5%)	13 (59.1%)
(c) the level of interest	2 (9.1%)	2 (9.1%)	2 (9.1%)	1 (4.5%)	2 (9.1%)	13 (59.1%)
(d) the variety	2 (9.1%)	2 (9.1%)	4 (18.2%)	0	1 (4.5%)	13 (59.1%)
(e) the ease of using the program	2 (9.1%)	3 (13.6%)	0	3 (13.6%)	1 (4.5%)	13 (59.1%)

9. How satisfied are you with the following aspects of Piloé?

Scale: 1 = Very Satisfied; 2 = Satisfied; 3 = Undecided or Neutral;
4 = Dissatisfied; 5 = Very Dissatisfied; NR = No Response

	1	2	3	4	5	NR
(a) the linguistic level of the reading materials	0	3 (13.6%)	1 (4.5%)	0	5 (22.7%)	13 (59.1%)
(b) the content	0	5 (22.7%)	3 (13.6%)	0	1 (4.5%)	13 (59.1%)
(c) the level of interest	2 (9.1%)	3 (13.6%)	3 (13.6%)	0	1 (4.5%)	13 (59.1%)
(d) the variety	2 (9.1%)	3 (13.6%)	3 (13.6%)	0	1 (4.5%)	13 (59.1%)
(e) the content of the practical work	0	3 (13.6%)	4 (18.2%)	1 (4.5%)	1 (4.5%)	13 (59.1%)
(f) the ease of using the program	0	1 (4.5%)	5 (22.7%)	1 (4.5%)	2 (9.1%)	13 (59.1%)

10. How satisfied are you with the novels prescribed by the Ministry for the immersion grade in which you teach?

Scale: 1 = Very Satisfied; 2 = Satisfied; 3 = Undecided or Neutral;
4 = Dissatisfied; 5 = Very Dissatisfied; NR = No Response

	1	2	3	4	5	NR
(a) Les Abeilles attaquent	5 (22.7%)	10 (45.5%)	5 (22.7%)	1 (4.5%)	0	1 (4.5%)
(b) Le Petit Nicolas	12 (54.5%)	4 (18.2%)	2 (9.1%)	1 (4.5%)	0	3 (13.6%)
(c) Nos Amis robots	10 (45.5%)	5 (22.7%)	3 (13.6%)	0	0	4 (18.2%)
(d) Contes fantastiques	8 (36.4%)	5 (22.7%)	3 (13.6%)	1 (4.5%)	0	5 (22.7%)
(e) Le Visiteur du soir	7 (31.8%)	4 (18.2%)	3 (13.6%)	3 (13.6%)	1 (4.5%)	4 (18.2%)
(f) Pi-Oui	7 (31.8%)	4 (18.2%)	5 (22.7%)	0	0	6 (27.3%)
(g) Le Mystère du jeune pharaon	7 (31.8%)	8 (36.4%)	2 (9.1%)	1 (4.5%)	1 (4.5%)	3 (13.6%)

11. Excluding the Ministry prescribed reading materials, how satisfied are you with the materials available to you for teaching reading to French immersion students?

Very Satisfied	1	(4.5%)
Satisfied	10	(45.5%)
Undecided or Neutral	3	(13.6%)
Dissatisfied	6	(27.3%)
Very Dissatisfied	0	
No Response	2	(9.1%)

Average Score for 20 responses = 3.30
S.D. = 0.98

12. Have you taken any measures to integrate the French reading instruction given to your class with the instruction they receive in the following areas:

	YES	NO	No Response
(a) French writing?	21 (95.5%)	1 (4.5%)	0
(b) French speaking and listening comprehension?	21 (95.5%)	0	1 (4.5%)
(c) Other subjects taught in French (e.g., social studies, science)?	18 (81.8%)	1 (4.5%)	3 (13.6%)

13. Does another teacher teach English reading to your class?

YES 12 (54.5%) NO 10 (45.5%)

14. How often do you use the following instructional approaches in teaching French reading to your immersion class?

	Percentage of Time				
	75–100%	26–74%	1–25%	Never	NR
(a) reading aloud by the teacher	0	4 (18.2%)	16 (72.7%)	2 (9.1%)	0
(b) reading aloud by the student	2 (9.1%)	13 (59.1%)	6 (27.3%)	0	1 (4.5%)
(c) group discussion	2 (9.1%)	9 (40.9%)	11 (50.0%)	0	0
(d) workbooks/skills sheets	1 (4.5%)	12 (54.5%)	9 (40.9%)	0	0
(e) independent reading	2 (9.1%)	13 (59.1%)	7 (31.8%)	0	0
(f) summary of texts (oral and written)	1 (4.5%)	5 (22.7%)	16 (72.7%)	0	0
(g) other	0	1 (4.5%)	2 (9.1%)	0	19 (86.4%)

15. How important is each of the following criteria in determining your final evaluation of a student's progress in reading?

Scale: 1 = Very Important; 2 = Moderately Important; 3 = Slightly Important;
4 = Unimportant; NR = No Response

	1	2	3	4	NR
(a) French standardized reading tests	3 (13.6%)	7 (31.8%)	4 (18.2%)	7 (31.8%)	1 (4.5%)
(b) teacher-made tests	8 (36.4%)	14 (63.6%)	0	0	0
(c) rating scales	2 (9.1%)	4 (18.2%)	6 (27.3%)	3 (13.6%)	7 (31.8%)
(d) teacher observations of student performance	13 (59.1%)	9 (40.9%)	0	0	0
(e) student assignments	15 (68.2%)	7 (31.8%)	0	0	0
(f) student interest in reading	8 (36.4%)	10 (45.5%)	4 (18.2%)	0	0
(g) other	2 (9.1%)	0	0	0	20 (90.9%)

Blank Questionnaire (French-language Version)

Directives: *Ce questionnaire a été conçu pour les enseignants des classes d'immersion de 4e et 7e année. Si vous enseignez à une classe à niveaux multiples, ne remplissez ce questionnaire qu'en fonction des programmes de 4e et 7e année.*

Veuillez indiquer le niveau auquel vous enseignez présentement:__________

1a) Depuis combien d'années (en incluant l'année scolaire en cours 1986-87) enseignez-vous à l'élémentaire? (Veuillez cocher la case appropriée.)

1 an ou moins ☐
2 - 3 ans ☐
4 - 5 ans ☐
6 - 7 ans ☐
8 - 9 ans ☐
10 ans ou plus ☐

b) Depuis combien d'années (en incluant l'année scolaire en cours 1986-87) enseignez-vous au programme d'immersion?

1 an ou moins ☐
2 - 3 ans ☐
4 - 5 ans ☐
6 - 7 ans ☐
8 - 9 ans ☐
10 ans ou plus ☐

2a) Quelle formation avez-vous reçue pour enseigner la lecture au programme d'immersion? (Veuillez cocher les cases appropriées.)

Pendant votre cours en vue de l'obtention du certificat d'enseignement		Depuis l'obtention de votre certificat d'enseignement	
cours crédités	☐	cours crédités	☐
cours non-crédités	☐	cours non-crédités	☐
ateliers	☐	ateliers	☐
autres (veuillez préciser):		autres (veuillez préciser):	
__________	☐	__________	☐

b) Quelle formation avez-vous reçue pour enseigner la lecture dans d'autres programmes (par exemple, programme d'anglais langue maternelle, de français langue maternelle ou de langue seconde)?

cours crédités ☐
cours non-crédités ☐
ateliers ☐
autres (veuillez préciser):
__________ ☐

3. Est-ce que les services suivants sont disponibles au programme d'immersion dans votre école:

a) conseiller(ère) ou spécialiste en lecture? oui ☐ non ☐
b) services diagnostiques et/ou d'orthopédagogie? oui ☐ non ☐
c) programmes d'enrichissement? oui ☐ non ☐

4a) Dans votre classe, combien d'élèves reçoivent les services d'un(e) orthopédagogue en lecture française?

aucun élève	☐	3 - 4 élèves	☐
1 - 2 élèves	☐	5 élèves ou plus	☐

b) Dans votre classe, combien d'élèves bénéficient d'un programme d'enrichissement en lecture française?

aucun élève	☐	3 - 4 élèves	☐
1 - 2 élèves	☐	5 élèves ou plus	☐

5. Dans quelle mesure êtes-vous satisfait(e) des services suivants fourni pour votre classe d'immersion française comme appui au programme de lecture? (Veuillez encercler votre réponse pour chaque service indiqué.)

	Très Satisfait(e)	Satisfait(e)	Indécis(e) ou neutre	Insatisfait(e)	Très Insatisfait(e)	Pas Disponible
a) matériel supplémentaire de lecture	1	2	3	4	5	7
b) bibliothèque scolaire ou de classe	1	2	3	4	5	7
c) centre de ressources pour enseignants	1	2	3	4	5	7
d) programme d'évaluation au niveau de l'école	1	2	3	4	5	7
e) programme d'évaluation au niveau du district scolaire	1	2	3	4	5	7
f) ateliers sur l'enseignement de la lecture	1	2	3	4	5	7
g) autres (veuillez préciser): ______________________	1	2	3	4	5	7

Commentaires: ____

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6. Avez-vous déjà reçu une formation visant l'utilisation du matériel de lecture prescrit par le ministère?

a) La Lecture sous toutes ses formes oui ☐ non ☐

b) Piloé oui ☐ non ☐

c) Les romans prescrits par le ministère oui ☐ non ☐

Quel genre de formation aimeriez-vous recevoir pour l'utilisation de ce matériel?

7. Quelle importance accordez-vous aux outils pédagogiques suivants dans votre enseignement de la lecture française? (Veuillez encercler votre réponse.)

	Très Important	Relativement Important	Peu Important	Pas Important
a) La Lecture sous toutes ses formes	1	2	3	4
b) Piloé	1	2	3	4
c) Les romans prescrits par le ministère	1	2	3	4
d) Autres ensembles ou matériel de lecture (veuillez préciser):				
	1	2	3	4
	1	2	3	4

8. **Dans quelle mesure êtes-vous satisfait(e) des aspects suivants de La Lecture sous toutes ses formes? (Veuillez encercler votre réponse.)**

	Très Satisfait(e)	Satisfait(e)	Indécis(e) ou Neutre	Insatisfait(e)	Très Insatisfait(e)
a) le niveau linguistique du matériel de lecture	1	2	3	4	5
b) le contenu	1	2	3	4	5
c) le niveau d'intérêt	1	2	3	4	5
d) la variété	1	2	3	4	5
e) la facilité d'utilisation	1	2	3	4	5

9. Dans quelle mesure êtes-vous satisfait(e) des aspects suivants de Piloé? (Veuillez encercler votre réponse.)

	Très Satisfait(e)	Satisfait(e)	Indécis(e) ou Neutre	Insatisfait(e)	Très Insatisfait(e)
a) le niveau linguistique du matériel de lecture	1	2	3	4	5
b) le contenu	1	2	3	4	5
c) le niveau d'intérêt	1	2	3	4	5
d) la variété	1	2	3	4	5
e) le contenu des travaux pratiques	1	2	3	4	5
f) la facilité d'utilisation	1	2	3	4	5

10. **Dans quelle mesure êtes-vous satisfait(e) des romans prescrits par le ministère au niveau d'immersion auquel vous enseignez? (Répondez seulement dans la section se rapportant à votre niveau.)**

4e année, immersion précoce

	Très Satisfait(e)	Satisfait(e)	Indécis(e) ou Neutre	Insatisfait(e)	Très Insatisfait(e)
a) Emilie, la baignoire à pattes	1	2	3	4	5
b) La Maison tête de pioche	1	2	3	4	5
c) Une Boîte magique très embêtante	1	2	3	4	5
d) Plumeneige	1	2	3	4	5
e) Les Mots...de Picotine	1	2	3	4	5

Commentaires:

7e année, immersion précoce

	Très Satisfait(e)	Satisfait(e)	Indécis(e) ou Neutre	Insatisfait(e)	Très Insatisfait(e)
a) Surréal 3000	1	2	3	4	5
b) Le Club des curieux	1	2	3	4	5
c) Le Garçon au cerf-volant	1	2	3	4	5
d) Le Mystère du grenier	1	2	3	4	5

Commentaires:

7e année, immersion tardive

	Très Satisfait(e)	Satisfait(e)	Indécis(e) ou Neutre	Insatisfait(e)	Très Insatisfait(e)
a) Les Abeilles attaquent	1	2	3	4	5
b) Le Petit Nicolas	1	2	3	4	5
c) Nos Amis robots	1	2	3	4	5
d) Contes fantastiques	1	2	3	4	5
e) Le Visiteur du soir	1	2	3	4	5
f) Pi-Oui	1	2	3	4	5
g) Le Mystère du jeune pharaon	1	2	3	4	5

Commentaires:

11. **Sans tenir compte du matériel de lecture prescrit par le ministère, dans quelle mesure êtes-vous satisfait(e) du matériel disponible pour l'enseignement de la lecture aux élèves d'immersion française?**

Très Satisfait(e)	Satisfait(e)	Indécis(e) ou Neutre	Insatisfait(e)	Très Insatisfait(e)
☐	☐	☐	☐	☐

Commentaires: ____

____

____

____

12. Avez-vous tenté d'intégrer votre enseignement de la lecture française à votre enseignement dans les domaines suivants:

a) français écrit? oui ☐ non ☐

Décrivez: ____

____

____

b) français parlé et compréhension auditive? oui ☐ non ☐

Décrivez: ____

____

____

c) autres matières enseignées en français (sciences humaines, sciences, etc.)? oui ☐ non ☐

Décrivez: ____

____

____

13a) Est-ce qu'un autre professeur enseigne la lecture anglaise à votre classe?

oui ☐ non ☐

b) Si vous avez répondu "oui", veuillez décrire comment vous collaborez avec ce professeur dans votre enseignement de la lecture.

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14. Quel pourcentage de temps accordez-vous aux techniques d'enseignement suivantes en enseignant la lecture française à votre classe d'immersion? (Veuillez évaluer la moyenne du pourcentage de temps pour l'année scolaire en cours.)

	Pourcentage de temps			
	75-100%	26-74%	1-25%	Jamais
a) lecture à haute voix par le professeur	☐	☐	☐	☐
b) lecture à haute voix par l'élève	☐	☐	☐	☐
c) discussion de groupe	☐	☐	☐	☐
d) cahiers d'exercices ou fiches de travail	☐	☐	☐	☐
e) lecture indépendante	☐	☐	☐	☐
f) résumés de textes (oraux et écrits)	☐	☐	☐	☐
g) autres (veuillez préciser): ________________	☐	☐	☐	☐

15. Quelle importance accordez-vous aux critères suivants dans l'évaluation finale du progrès d'un élève en lecture?

	Très Important	Relativement Important	Peu Important	Pas Important
a) tests de lecture française standardisés	1	2	3	4
b) tests du professeur	1	2	3	4
c) grilles d'évaluation	1	2	3	4
d) observation directe par le professeur du rendement de l'élève	1	2	3	4
e) travaux des élèves	1	2	3	4
f) goût de la lecture chez l'élève	1	2	3	4
g) autres (veuillez préciser): ________________	1	2	3	4

16. Avez-vous des suggestions sur des changements ou des améliorations à apporter dans l'enseignement de la lecture en immersion française?

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Appendix F

Comparisons between Grade 7 Early and Late Immersion

Table 1
Early vs. Late: Results of Comparisons on Student Questionnaire

	Chi-square
Gender	6.15**
Language first learned (1)[a]	15.42***
Language spoken most often at home (2)	2.05n.s.
Most likely activity (3)	2.02n.s.
Least likely activity (3)	1.69n.s.
English library books (5)	8.87n.s.
French library books (5)	40.80***

[a] The numbers in parentheses refer to the questionnaire numbers.

Table 2
Early vs. Late: Comparisons of Mean Ratings on Reading Preferences

	Early Immersion		Late Immersion		
	n	Mean Rating[a]	n	Mean Rating[a]	t-value
English					
Magazines or newspapers	683	1.7	583	1.7	.41n.s.
Comic books or cartoon books	683	1.9	584	1.8	.86n.s.
Short stories or novels (fiction)	682	1.5	584	1.5	.90n.s.
Books that give you facts and information (non-fiction)	682	2.4	584	2.5	.10n.s.
French					
Magazines or newspapers	683	3.5	583	3.1	.96***
Comic books or cartoon books	682	3.0	584	2.6	.99***
Short stories or novels (fiction)	682	2.8	583	2.6	.87**
Books that give you facts and information (non-fiction)	683	3.0	584	3.0	.25n.s.

n.s. = Not Significant
** = Significant at the .01 level.
***= Significant at the .001 level.
[a] Based on the following five-point scale: 1 = like very much; 2 = sometimes like; 3 = can't decide; 4 = usually don't like; 5 = never read. A lower mean rating indicates more positive findings.

Table 3
Grade 7 Early and Late Immersion: Item-Level Results on the French Reading Test

Item Number	Early Immersion	Late Immersion
	Percent Correct	Percent Correct
Vocabulary		
*5	84%	63%
11	62	56
17	33	24
18	73	64
23	85	82
33	81	75
Literal Comprehension		
4	83%	77%
9	69	64
10	93	86
12	63	60
*13	82	72
*24	73	60
25	83	81
30	88	80
32	78	70
Inferential Comprehension		
1	67%	60%
*2	79	65
8	59	55
16	83	76
22	55	53
31	69	60
Critical Comprehension		
*3	93%	75%
7	65	57
14	53	49
15	68	59
28	65	56
29	64	56
Graphic Materials		
*19	76%	65%
20	57	49
*21	69	57
26	87	84
27	84	79

*Indicates items where the difference in performance between early and late immersion is 10 percentage points or greater.

Frequency Distributions:
French Listening French Comprehension Test

Score	Early Immersion No. of Students	(n=684) % of Students	Late Immersion No. of Students	(n=585) % of Students
0-1	1	0	2	0
2-3	3	0	13	2
4-5	11	2	37	7
6-7	40	6	89	16
8-9	94	14	149	27
10-11	128	19	129	24
12-13	186	28	86	16
14-15	136	20	36	7
16-17	66	10	7	1

Grade 7 Frequency Distributions:
French Reading Comprehension Test

Score	Early Immersion No. of Students	(n=665) % of Students	Late Immersion No. of Students	(n=548) % of Students
4-5	0	0	1	0
6-7	0	0	2	0
8-9	2	0	11	2
10-11	3	0	10	2
12-13	10	2	21	4
14-15	25	4	42	7
16-17	39	6	53	9
18-19	48	7	62	11
20-21	64	9	70	12
22-23	90	13	91	16
24-25	95	14	81	14
26-27	103	15	57	10
28-29	117	17	46	8
30-31	65	9	29	5
32-33	23	3	9	1